

LUNCHEON

DECEMBER 10, 1969

WILLIAMS CLUB, 24 E. 39 Street

NEW YORK CITY

IPS 234-9382

40

IPS 500 23rd St. NW. 20037.

- 223-1075 → Ivanhoe Donaldson - Cummins Engine Foundation X
212-535-9915 → Leslie Dunbar - Field Foundation X N.Y. OK
212-249-1023 → Vernon Eagle - New World Foundation N.Y. 212-249-1023
212-758-8673 → Mrs. Jane Lee Eddy - Taconic Foundation - N.Y. - N.Y.
212-755-6023 → Mrs. Elizabeth Trough - Joint Foundation Support, Inc. X N.Y.
212-265-6250 → Mrs. Martha Wallace - Henry Luce Foundation - N.Y.
212-573-5000 → Roger Wilkins - Ford Foundation - N.Y.

Bardil Tirana - member, Washington, D.C. Board of Education

Julius Hobson, former member, Washington, D.C. Board of Education

David R. Hunter - Stern Family Fund -

Field Foundation
350 Park Ave
NY, NY 10017

Joint Foundation Support, Inc.
575 Madison Ave, 10022

New World Foundation
475 Riverside Drive
10027

Henry Luce Foundation, Inc.
111 W 50th St.
10020

Ford Foundation
320 East 43rd St. 10017

W IQ E WASHINGTON INSTITUTE FOR QUALITY EDUCATION
~~XXXXXXXXXXXX~~ • WASHINGTON, D. C. 20024
1319 Fourth Street, S.W. TELEPHONE (202) 554-3308

November 29, 1972

TO: Hattie M. Strong Foundation

FROM: Julius W. Hobson, Director, Washington Institute for
Quality Education

SUBJECT: Progress report on the agreement reached between the
D.C. Board of Education, the school administration,
and WIQE (see attached agreement)

In the agreement reached with the Board of Education, we submitted the attached "Proposed Budget," which is self-explanatory.

We were forced to revise the expenditures as presented in the budget for the simple reason that we were unable to obtain sufficient funds to carry out the project in the manner first proposed. Thus we altered the expenditures (see attached budget for June 1, 1972, to December 1, 1972). The figure of \$23,900.00 represents the amount of money that WIQE has spent out of grants to carry forward the project.

There are final reports in printing, and a manual to be finished by the end of December, which will be useful not only in Washington but throughout the country. The whole thrust of this report to the school system is to abide by the Court's decree dealing with equalization of educational resources. We are to report to the Board of Education with three alternative methods of equalizing these resources, based primarily upon the needs in the community, more than upon the equalization of money resources. The plaintiffs in the case and the school officials have agreed in writing before the Court that this would be an acceptable path for this kind of inquiry.

We estimate that WIQE will maintain the present, cut-back salary levels without hiring anyone else, and that, with approximately \$15,000 more, we can and will complete the project. We have reasonable assurances from the Carnegie Foundation that there will be a grant forthcoming of approximately \$15,000.

As soon as we have completed these proposals and presented them to the Board of Education, we will present to you a very detailed accounting of where the money that your Foundation granted to us was spent. We will also present to you copies of the finished proposals and the manual of operation which we hope ultimately to make available to all public school systems in the country.

Also enclosed with our final report will be copies of our income tax returns and our proper papers filed with the Internal Revenue Service.

Thank you for your help, and feel free to call upon us with any general or detailed question about the work at any time. Our records will be available to you for examination upon request.

I, as Director of WIQE, have been hospitalized about half of the time since June 1, 1972, and have not been able to keep up to date all of WIQE's records. I have received happy news from my doctors to the effect that I am getting physically better, and that I will be able to work more consistently -- and thus keep more current in my reporting.

We would like to state again that this agreement reached between the school officials and the officers of WIQE is in no way legally binding upon the school system. It is simply an agreement reached between the Court, the schools and WIQE on how best to expedite the matter of bringing about equality in educational opportunity for all the public school children in the District of Columbia. We have good reason to believe, from the many requests and inquiries we have received from other school districts, that there is a great deal of interest throughout the country in the kind of manual we expect to produce.

Julius W. Hobson, Director
Washington Institute for
Quality Education

JWH/vm
Attachments

ESTIMATED BUDGET FOR
THE WASHINGTON INSTITUTE FOR QUALITY EDUCATION

1968-1969

I. Legal costs and projected expenses

A. Retroactive

Existing indebtedness

\$ 1,000

Legal fees

7,000

B. Current and Future

Including expenses and attorneys fees, projected through Supreme Court level. To be altered, depending on outcome of current appeal attempts in the Hobson v. Hansen case.

25,000

Total Legal

41,000

II. Continuing Projects: (annual expenses)

A. Personnel

No.	Position	% Time	Period Budgeted	Item Cost
1	Consultants (\$15,000)	50	1 year	7,500
1	Executive Director (10,000)	100	1 year	10,000
1	Secretary-Treasurer	100	1 year	8,000
1	Program Director	100	1 year	9,000
1	Administrative Assistant	100	1 year	6,000
1	Legal Consultant	NA	1 year	3,400
				<u>44,400</u>

B. Travel

1,000

C. Office

Rent - \$175 per month

2,100

Telephone - \$100 per month

1,200

Calculator - \$50 per month

600

Duplicating Services - \$50 per month

600

Typewriter

250

Furniture

300

Supplies

750

Postage - \$50 per month

600

6,400

TOTAL COST Request

\$ 84,300

*I'm sure Marsha would be
glad to talk to you about any
doubtful points.*

MEMORANDUM

Draft

TO: School Board Committee; Executive Committee; Senior Staff
FROM: Marsha Quintana August, 1968 265-1955
RE: POWERS AND RESPONSIBILITIES OF THE DISTRICT OF COLUMBIA BOARD
OF EDUCATION.

"The control of the Public Schools of the District of Columbia is vested in a Board of Education to consist of eleven elected members..."^{1/} According to this section of the District of Columbia Code, the Board should have absolute power to determine all educational policies and to make rules to implement those policies. However, from the date of the creation of the School Board, there has been a controversy between the city government and the Board of Education concerning the extent of the latter's powers and the meaningfulness of the above Code section.

THE SCHOOL BOARD AND THE D.C. GOVERNMENT

The control given to the Board is often meaningless. For example, the District of Columbia Board of Education can not supply financial backing for its policies and plans without the approval of the city government and congress.

"The Board shall determine all questions of general policy relating to the schools, shall appoint the executive officers hereinafter provided for, define their duties, and direct expenditures. All expenditures of public funds for such school purposes shall be made and accounted for as now provided by law under the direction and control of the Commissioner of the District of Columbia. The Board shall appoint all teachers in the manner hereinafter prescribed and all other employees provided for in this chapter"^{2/}

The Corporation Counsel's office takes the position (1) that the Commissioner and Congress approve the Board's budget as delineated by the Board so that funds cannot be shifted from program to program unless the purpose for which the money was appropriated ceases to exist and (2) that appropriations can be expended only on a pro rata basis over the months.

Purchasing and contracting authority remain in the District of Columbia government.^{3/} The Board of Education itself cannot buy supplies or sign major contracts.

The Elected Board of Education Act requires the Board of Education and the Mayor-Commissioner jointly to develop procedures that will coordinate educational and municipal programs and services in order to attain a school that will serve broad community needs and in order to achieve an effective educational system. (Those joint procedures will cover areas such as the use of municipal services, design and construction of schools, use of schools during non-school hours and other matters of mutual interest and concern).^{4/} However, in view of other sections of the Code, it is not certain how much additional power is given to the Board under the new act.

In the area of personnel, the Board with the concurrence of the City Council can ~~determine~~ what positions require a bachelor's degree and involve such difficulty, special qualification and/or responsibility that they fit into a particular salary class.^{5/} and can establish the position of teacher-aide.^{6/} Also, with the Commissioner's cooperation, the Board can determine that a principal's salary class should be raised.^{7/}

Upon request, the Commissioner and the Board may furnish to the Board of Vocational Education,^{8/} which will control the Washington Technical Institute, and the Board of Higher Education,^{9/} which will control the Federal City College and the District of Columbia Teachers College, space and facilities in private and public buildings, equipment, personnel records, etc. as needed to perform their functions.

THE BOARD OF EDUCATION AND THE SUPERINTENDENT

generally - not so stated in code { The Board of Education hires a Superintendent to implement policies, to advise the Board of the effectiveness of existing programs and to make suggestions for innovation. The Superintendent "directs and supervises all matters pertaining to instruction." He has a seat on the Board at Board of Education meetings where he can speak on all matters before the Board, but cannot vote.^{10/} The Superintendent is given a three year contract^{11/} the first two years of which are not probationary.^{12/} The Board can dismiss him at any time for adequate cause affecting his character and efficiency as Superintendent.^{13/}

(unlike Teachers) The Administrative Expense Act allows the Board ~~to~~ delegate to the Superintendent, and the Board has so delegated, the authority to evaluate the previous experience of new employees and to appoint and assign temporary employees for the remainder of the school year. In the following cases the Board cannot act without the Superintendent's written recommendation:

1. appointment, promotion, transfer or dismissal of persons in a teaching or higher position,^{14/}
2. establishment of eligibility requirements and methods of appointment and promotion^{of} employees,^{15/}
3. classification and assignment of employees into salary groups,^{16/}
4. denial of salary advancement,^{17/}

5. termination of probationary's employment with the two year probationary period,18/
6. voluntary retirement of a teacher sixty-two years old, retention of a teacher seventy years old(the latter by a 2/3 vote of the Board),19/
7. an order for a medical examination to determine the nature and degree of a teacher's disability20/ and
8. acceptance of free and voluntary services of public school teachers, other educators, lecturers, social workers, and public officers provided their use of public buildings and grounds is for a purpose directly connected with the public school system.21/
9. The Board of Education is to purchase only those books and supplies recommended by the Superintendent.22/

THE SCHOOL BOARD AND THE WASHINGTON TEACHERS UNION

In addition to Code restrictions, the contract between the Board of Education and the Washington Teachers' Union, which expires in January, 1969, limits the ways in which the Board, and therefore the Superintendent, can act with respect to personnel, school facilities and matters of policy.

The Board has recognized the Union as the sole bargaining representative of employees in TSA-15(teachers, attendance officers, child labor inspectors, counselors, librarians, research assistants, school psychologists and social workers, speech correctionists, laboratory school instructors and teachers college instructors)

It has agreed to meet with a Union delegation periodically in order to carry out the terms of the contract, has approved recommendations on more effective schools, and has agreed to seek certain changes in the school system through Congressional legislation if necessary. (As an example, legislation would be necessary to give the school Board Fiscal autonomy). Contract terms supersede inconsistent prior Rules of the Board.

The Board has agreed to adopt the following as official policies: (1) integrated quality education, (2) an integrated teaching staff in all schools, (3) specified maximum class sizes, (4) the acquisition of additional school services, facilities, and personnel, (5) the reduction of non-teaching duties of teachers and (6) the use of textbooks and other curriculum materials that cover in depth the contribution of Negroes and other minority groups to American history.

Also, the Board and the Union have agreed to a certain promotion policy, particular leave and payment policies, criteria for teacher evaluation and transfer and a grievance and arbitration procedure.

There is a no strike clause. Both parties are to cooperate in implementing the contract. When legislation or the City Council's approval is necessary for a proposal, neither the Board nor the Union is to act without the other's approval unless the two cannot reach an agreement.

In each school, at least once a month during the school year, the Principal and the School Chapter Advisory Committee are to meet to consider school policy and matters relating to the Board-Union contract.

Ultimate authority to appoint employees is in the Board of Education. Nevertheless, teacher must be notified when his performance has been rated unsatisfactory. No employee covered by the Board-WTU contract can be discriminated against on the basis of race, creed, color, national origin, sex, marital status or membership in or association with the Washington Teachers' Union.

The Board can regulate vacation periods and annual leave of employees in TSA 6-14 (from principals down to teachers) subject to the Board-Union contract; can decide whether to participate in the U.S. Office of Education's foreign teacher exchange program;^{23/} is authorized to employ substitutes (subject the Board-Union contract) and attendance officers;^{24/} can retire teachers ^{25/} and can determine conclusively questions of dependency and disability of teachers seeking an annuity.^{26/}

There are four types of employees of the Board of Education:

1. Employees under the Teachers Salary Act (~~Teachers and officers~~) have their pay, leave and retirement set by the District of Columbia Code.
2. General Schedule Employees- (Persons with jobs not related to education and not requiring a background in education such as clerk-typists, secretaries, and administrative assistants) have their salary, leave, and retirement set by Federal Civil Service Regulations.
3. Wage Board Employees
4. Food Service Employees.

BUILDINGS AND GROUNDS

The control of the public schools by the Board of Education includes the use of public school buildings and grounds for supplemental educational purposes, civic meetings, discussion of public questions, social centers, recreation centers and playgrounds. The Board may condition use of buildings for the above purposes on such terms, rules and regulations as it sees fit. ^{27/} The Board-Union contract, though, requires the Board to allow Union meetings in school buildings and the Elected Board of Education Act requires the Board and the Commissioner to work together for the maximum coordination of educational and municipal facilities.

An agreement between the Board of Education and the Department of Recreation governs the latter's use of school facilities.

Real estate used for school purposes is acquired and held by the city, not by the Board of Education.^{28/} The plans and specifications for school buildings are prepared under the supervision of the D. C. Government Department of Buildings and Grounds after consultation with the Board of Education and are approved by the Commissioner.^{29/} The D. C. Department of Buildings and Grounds supervises the construction of, repairs and improves all buildings belonging to the District of Columbia.^{30/}

SCHOOL BOARD MEETING

The Board must hold meetings at least once a month during the school year. (Board regulations require bi-monthly meetings). It is said that the meetings "shall" be public, but any meeting may be closed to citizens provided no final policy decision is made.

POLICY, RULES, AND REGULATIONS

The Board of Education makes rules to carry out its policies. However, the Board Union contract prohibits the Board from adopting certain policies and requires it to adopt others. The Hobson v. Hansen decision precludes the Board from adopting policies that effect discrimination because of race or economic status, that group students under the "track system" and that permit ^{attendance} optional zones.

The District of Columbia Board of Education administers the Child labor laws for the city. It also controls several special schools such as the Capitol Page School and the Americanization School.

FOOTNOTES

1. D.C. Code(1967 ed.) title 31 sec. 101(a)
2. D.C. Code, title 31 sec. 103 (emphasis added)
3. D. C. Code, title 1 sec. 304
4. District of Columbia Eleated Board of Education Act, 82 stat. 107 sec. 5(a)
5. D.C. Code, title 31 sec. 1522(a) and (b)
6. D.C. Code, title 31 sec. 1522(c)
7. D.C. Code, title 31 sec. 1522(e)
8. D.C. Code, title 31 sec. 1624
9. D.C. Code, title 31 sec. 1604
10. D.C. Code, title 31 sec, 105
11. Ibid.
12. D.C. Code, title 31 sec. 1512
13. D.C. Code, title 31 sec. 108

Initially "adequate cause affecting his character and afficiency as Superintendent" will be determined by the Board of Education. It is difficult to say what reasons a court would uphold, since such a close working relationship between the Board and the Superintendent is necessary for a good school system. A dismissal would probably be upheld if the Board could show its action was not "arbitrary and capricious."

14. D. C. Code, title 31 sec. 1511(a)
15. Ibid
16. Ibid
17. D.C. Code, title 31 sec. 1531(b) and 1533(a)
18. D. C. Code, Title 31 sec. 1533
19. D.C. Code, title 31 sec. 723(c)
20. D.C. Code, title 31 sec. 724
21. D.C. Code, title 31 sec. 802
22. D.C. Code, title 31 sec. 404
23. D.C. Code, title 31 sec. 699
24. D.C. Code, title 31 sec. 696
25. D.C. Code, title 31 sec. 703
26. D.C. Code, title 31 sec. 696
27. D.C. Code, title 31 sec. 801
28. D. C. Code, title 1 sec. 105 and title 9 sec. 133
29. D. C. Code, title 9 sec. 219
30. D. C. Code, title 1 sec. 306

October 2, 1968

SUBJECT: Current Activities

1. Enclosed is the product of our first conference in August--a questionnaire for School Board candidates and a voter's guide for District citizens. The questionnaire will be sent to all 64 candidates and the results published. The voter's guide will be reproduced and distributed by churches in assisting voters in evaluating each candidate's stand on issues.
2. We are calling a brief meeting on Tuesday, October 8, 5:30 to 7:00 p.m., 1531 - 31st Street, N.W., for all IQE Directors. The following items will be discussed:
 - A. Proposed new board members
 - (1) C. Sumner Stone
 - (2) Dr. Euphemia Haynes *
 - (3) Dr. Harland Randolph
 - B. Proposal -- Student briefing on new Board of Education. Mrs. Peg Paul has explored the feasibility of sponsoring a two day conference of students and the new Board of Education during Christmas vacation. She will report on progress. IQE Directors will vote on sponsorship.
 - C. Proposal -- Educational airlift. The Compton School District (75 percent black) in California has experienced remarkable progress through a \$25,000 grant for an educational air lift. WIQE could sponsor such a program if the Directors consider the idea as valuable.
 - D. Proposal -- "Think Tank" for a new Board of Education. Prior Boards have been hampered by a lack of consultant services and have been dependent upon the Superintendent for evaluation and decisions in major issues. WIQE could develop a volunteer list of top educators on a nation-wide basis who would be willing to act as an advisory group to the new Board. Further discussion on this proposal will be continued at Tuesday's meeting.
 - E. Budget -- Report on the cost of the IQE August conference and printing and distribution of materials--further fund raising and new proposal expenses.
 - F. Membership -- Many people have asked to help and we are considering changing the organization to include membership of parents, teachers and students. What is your opinion?

I look forward to seeing you on Tuesday. Please let me know if you cannot attend. Office 343-6317, home 333-7659

WIQE Board Meeting
Saturday, July 20, 1968

The following WIQE Board members met at Tina Lower's home for a continental breakfast meeting: Julius Hobson, Tina Lower, Morse, and Father Wendt.

The meeting began by discussing Hobson's plans for running for member of D. C. School Board. Hobson suggested that WIQE enter Hobson v. Hewlett case as soon as case gets going, get lawyer and file friend of court brief. Also suggested WIQE expand its base of organization, set up projects which do not require money, and let the community know we are here. If Board of Education votes to turn over running the school to the Office of Education via private outfit, Institute should file injunction. If Board of Education votes to do what they are proposing to do with Passow Report, they will negate effectiveness of next Board.

Father Wendt asked what replaces the tract system to offer best means of education for the children? How can all be benefitted? Approving heterogynous system--what now?

Julius-- Reeducate teachers -- WIQE should devise ideas and come up with a platform. Mr. Hobson liked Leon Lessinger's idea of a school system with no rejects.

Father Wendt suggested we raise money to call in experts to discuss what we should call quality education and come up with ideas on position paper and a tight platform.

Julius -- we should also utilize court cases as platform for campaigning. All members agreed that it was better for Julius to run as individual rather than on slate. Morse felt very strong about bringing in Teachers union to endorse Hobson. The names of experts suggested to discuss quality education are:

Leon Lessinger
Kenneth Clark
Riles
Bert Phillips

Preston Wilcox
Andy Jacobs (Congressman from Ind.)
Simons (Teachers Union)
Raskins (Inst. for Policy Studies)

Father Wendt can get money from Stern Foundation and Phillip Newell Foundation if we could guarantee top people of Lessinger and Clark's caliber would attend meeting. Julius Hobson will get Clark, and Lower will get Lessinger to attend. The date will be set up ~~laf~~ after confirmation of above two names. There will be no publicity, with about 20 people attending, including WIQE Board members. We should know by July 24 as to Clark and Lessenger's attendance.

Father Wendt -- What historic decisions have been made by other side of coin of tract system?

Platform - Teachers salary lower than entry level of policemen. Julius will use this but his main interest is only in benefitting all of the children in the public school system. Julius doesn't want to get into teachers union clash. Teachers union has backed Wright's decree and Passow Report. Morse feels teachers union must endorse ~~JKa~~ Julius for effective platform and vote getting. Julius will seek endorsement, but will not cater to union re contracts and seniority.

Wright decree -- Teachers should be assigned as needed.

Morse -- What is needed should be determined through negotiations through union. Need cannot be defined unilaterally.

Wendt -- From meeting with experts, we will get good supporters for public education, define public education and clear confusion. Julius' platform will consist of ideas developed at conference by experts and WIQE Board.

The meeting adjourned.

8/2/68

TO: WIQE Directors
FROM: Tina Lower

This memo will bring you up to date on the status of the August workshop. All Directors have confirmed attendance.

Dr. Phillips is preparing a draft "Declaration for Positive Action" to be presented at the workshop. This draft will be cleared by all Directors prior to presentation at the workshop.

If you have additional suggestions/comments concerning participants, please let me know immediately. Invitation letters confirming details are expected to be mailed by Sunday, August 4.

Telephone -- 333-7659 (Home)
 343-6317 (Office)

TO: Father William Wendt

August 1, 1968

FROM: Tina Lower

SUBJ: WIQE Conference August 16-17 -- Declaration for
Positive Action

PURPOSE

For the first time in 94 years the District of Columbia will elect local citizens to official positions. These elected officials will constitute the new Board of Education for the District of Columbia beginning January 1969. At the July 20 Board meeting of IQE, the Directors agreed that there was an urgent need for new guidelines and priorities for positive action in providing for the educational needs of District children.

The proposed development of a "Declaration for Positive Action" would provide an avenue for constructive action. In addition, such an official Declaration would also provide one basis for evaluating the attitudes and dedication of candidates in the School Board election. Citizen groups could ask candidates for their stand on various items in the Declaration. This "platform" could be used following the election as a measure of the candidate's performance based upon his election commitment. In short, this could provide one basis for holding candidates responsible for their action after the election.

METHOD

The IQE Directors recommended that an immediate conference be held of participants proposed by the Directors--not to exceed 25 in number. These participants (see attached list) would represent the spectrum of community thinking in methods and alternatives to achieve quality education. The draft of a proposed "Declaration for Positive Action" would be presented to the participants at a one day meeting and they would be asked to hammer out an effective consensus of what the IQE should support in promoting maximum progress in filling local educational needs.

Each participant would be expected to contribute ideas and suggestions and vote on each item in the draft Declaration. No participant will be asked to sign the completed statement. This statement will be presented to the press and to the public as the positive action program of IQE. Upon approval of the Declaration, each IQE Director will be responsible for neighborhood groups, as requested, to discuss the action proposed and the value of the document as a platform in evaluating the qualification of election candidates.

COST

The conference is tentatively scheduled for a dinner meeting Friday, August 16, and a 9:30 to 4:00 p.m. session Saturday, August 17. To accommodate 5 to 8 out-of-town visitors. The conference will be held at the Washington Hilton Hotel. The estimated costs are:

Restaurant and coffee services -----	\$ 300
Hotel accommodations and individual expenses -----	300
Transportation -----	1,500
Conference supplies, printing and secretarial services -----	<u>350</u>
TOTAL	\$ 2,450

In behalf of the Board of Directors of the WIQE, I respectfully request the churches of Washington to cover the necessary expenses involved in this conference.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF PLANNING, INNOVATION AND RESEARCH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

October 16, 1970

Memorandum to: Dr. Hugh Scott
Superintendent

From: Mildred P. Cooper
Acting Division Head
Delroy Cornick
Budget Director

In response to your request are attached the statistics showing the effects of a change in class size ratios in elementary schools across the school system. These statistics were prepared from the school membership reports of September 21, 1970 by staff of the Division of Planning, Innovation and Research and the Department of Budget.

MPC:DC/m

Attachments

ON THE BASIS OF THE SUPERINTENDENT'S REQUESTED REVIEW OF CLASS SIZE AND NUMBER OF TEACHING POSITIONS, A DECISION TO CHANGE EXISTING SITUATIONS IN THE DISTRICT OF COLUMBIA PUBLIC ELEMENTARY SCHOOLS WOULD RESULT IN THE FOLLOWING:

COMPOSITE FINDING OF EFFECT OF PROPOSED CHANGE SYSTEMWIDE IN
CLASS SIZE RATIO POLICY IN D. C. PUBLIC SCHOOLS

Description of Change

Effect of Change

1. Increasing class size to a 27:1 ratio in grades 1-6, 40:1 in kindergarten, 30:1 in pre-kindergarten.
2. Reducing class size to a 27:1 ratio in grades 1-6, 40:1 in kindergarten, 30:1 in pre-kindergarten
3. Combination of 1 and 2 above

Amount of Increase in Number of Teaching Positions Required	Amount of Decrease in Number of Teaching Positions Required
	146
72	
	74

Detailed data on above items is included on the following pages.

Prepared by
Division of Planning, Research and Evaluation
October - 1970

SUMMARY OF SCHOOLS, RELATED SPACE INFORMATION AND NUMBER OF TEACHING POSITIONS NEEDED
TO MEET ESTABLISHED RATIOS IN REGULAR ELEMENTARY SCHOOLS OF
THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970

School	Number of Teaching Positions Needed to Meet Established Ratio (Net Gain)	Number of Standard Unused Classroom Spaces Available	Additional Number of Classroom Spaces Needed to Adjust Class Size:		
			Pre-Kgn. 30:1	Kindergarten 40:1	Grades 1-6 27:1
Beers	1	0			1
Bunker Hill	1	0		1	
Davis	8	0			8
Drew	5	3		1	1
Emery	4	2		1	1
Garfield	7	0		1	6
Hendley (Main)	8	0			8
Hendley Annex #1	1	0		1	
Houston	1	0			1
Ketcham	4	0			4
Kimball	4	0			4
Noyes	3	1			2
Orr	1	0			1
Smothers	4	0		1	3
Whittier	1	0			1
Young	1	0			1
Total	54	6		6	42

SUMMARY OF SCHOOLS, RELATED SPACE INFORMATION AND NUMBER OF TEACHING POSITIONS NEEDED
TO MEET ESTABLISHED RATIOS IN THE ANACOSTIA PROJECT IN THE ELEMENTARY SCHOOLS OF
THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970.

School	Number of Teaching Positions Needed to Meet Established Ratio (Net Gain)	Number of Standard Unused Classroom Spaces Available	Additional Number of Classroom Spaces Needed to Adjust Class Size:		
			Pre-Kgn. 30:1	Kindergarten 40:1	Grades 1-6 27:1
Congress Hgts.	7	0		1	6
Draper	2	0		2	
McGogney Annex	2	0		1	1
Moten	2	0			2
Savoy	5	0			5
Total	18	0		4	14

Prepared by
Division of Planning, Research and Evaluation
10/70

SUMMARY OF SCHOOLS AND NUMBER OF TEACHING POSITIONS IN EXCESS OF THE ESTABLISHED RATIOS
IN THE REGULAR ELEMENTARY SCHOOLS OF THE DISTRICT OF COLUMBIA
PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970

School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)	School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)
Aiton	1	Harris	1
Amidon	1	Hyde	1
Benning	1	Jackson	2
Blow-Pierce	3	Janney	2
Bowen	3	Key	1
Brent	2	Kingsman	1
Burroughs	1	Langston	1
Burrville	2	Leckie	4
Clark	1	Lenox	2
Edmonds	1	Logan	1
Fillmore	1	Mann	1
Gage	1	Maury	1
Gibbs	3	Merritt	1
Giddings	1	Miner	2
Hardy	3	Mott	1
Sub-Total	25	Sub-Total	22

SUMMARY OF SCHOOLS AND NUMBER OF TEACHING POSITIONS IN EXCESS OF THE ESTABLISHED RATIOS
IN THE REGULAR ELEMENTARY SCHOOLS OF THE DISTRICT OF COLUMBIA
PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970

School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)	School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)
Murch	1	Truesdell	3
Nichols Avenue	1	Tyler	7
Patterson	3	Van Ness	2
Peabody	1	Walker-Jones	2
Petworth	1	Watkins	3
Plummer	1	Webb	3
Powell	1	West	1
Shadd	2	Wheatley	8
Simmons	1	Woodridge	2
Simon	1		
Stanton	3	Sub-Total	31
Sumner	1		
Syphax	4		
Thomas	1	TOTAL	101
Thomson	1		
Sub-total	23		

SUMMARY OF SCHOOLS AND NUMBER OF TEACHING POSITIONS IN EXCESS OF THE ESTABLISHED RATIOS
IN ELEMENTARY SCHOOLS, MODEL SCHOOLS DIVISION, OF THE DISTRICT OF COLUMBIA
PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970

School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)
Bruce	3
Cleveland	3
Cooke, H.D.	4
Garrison	7
Grimke	3
Harrison	3
Meyer	2
Monroe	2
Montgomery	2
Park View	1
Raymond	3
Seaton	6
Total	39

SUMMARY OF SCHOOLS AND NUMBER OF TEACHING POSITIONS IN EXCESS OF THE ESTABLISHED RATIOS
 IN THE ELEMENTARY SCHOOLS IN THE ANACOSTIA PROJECT OF THE DISTRICT OF COLUMBIA
 PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970

School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)
Birney	1
Green	2
McGogney	2
Total	5

SUMMARY OF SCHOOLS AND NUMBER OF TEACHING POSITIONS IN EXCESS OF THE ESTABLISHED RATIOS
 IN COMMUNITY ELEMENTARY SCHOOLS OF THE DISTRICT OF COLUMBIA
 PUBLIC SCHOOLS AS OF SEPTEMBER 21, 1970

School	Number of Teaching Positions in Excess of Established Ratios (Net Loss)
Morgan and Annex	6
Total	6

Prepared by
 Division of Planning, Research and Evaluation
 October - 1970

The third semi-annual meeting of the Board of Directors of the Washington Institute for Quality Education was called to order at 5:15 on August 11, 1970 by chairman Tina Hobson. The following board members were present: Warren Morse, Tina Hobson and Julius Hobson. Mr. Byrdel Tirana, WIQE's attorney, also attended.

The first order of business was the election of trustees and officers. The following were nominated and elected:

1. Harland Randolph, President, Federal City College
2. Paul Cook, President, D.C. Teachers College
3. Geno Beroni
4. Channing Phillips
5. Philip Newell *

Executive Committee

Warren Morse - ~~Vice President~~, Secretary/Treasurer

William Wendt - President

Tina Hobson - Director

Mr. James Washington requested, (through Tina) that WIQE pay \$100 to a consultant he employed .

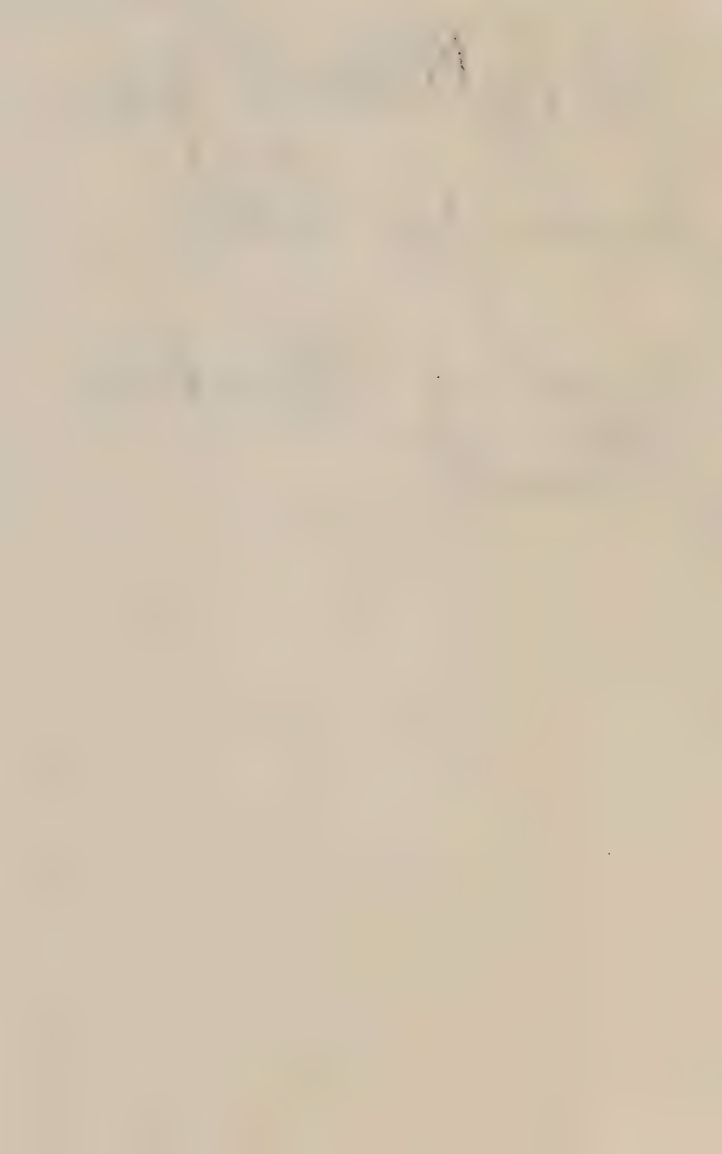
The board members went over each item submitted by the Director in his financial statement. Mr. Morse moved that the report be accepted seconded by Mrs. Hobson.

Mr. Hobson suggested the title of secretary be changed to secretary/administrator and a salary increase be noted (up to \$8,000) Mr. Morse raised the question of who should keep the books. This was discussed and a final decision was reached; \$300 would be allotted quarterly for the hiring of an accountant to audit the books. The secretarial position would be turned into an administrative type. It was agreed that the accountant would brief the secretary/administrator on the keeping of books, and that duty now performed by Mr. Hobson

Philipth Newell Jr.

Assoc of Pres

Council of Churches
of Wash.



Mrs. Fine

(212) 755-6023

taken Mrs. Frank's
place.

212 555/212

935555

983-5555

File

D.C. ASSOCIATION FOR MENTAL HEALTH
3000 Connecticut Avenue HO 2-1122

BOARD MEETING MINUTES
June 16, 1966

A regular meeting of the Board of Directors of DCAMH was held at noon on Thursday, June 16, 1966. Mrs. Symington presided. The minutes of the Annual Meeting were approved as mailed

REHABILITATION CENTER

Mrs. Stein said that a 6 year lease with option to buy has been signed for the building at 1816 19th St. At Mr. Barach's suggestion, the Public Welfare Foundation was contacted and DCAMH has received a \$10,500 grant for the center. Remodelling is in progress under a \$5,000 contract. Expected opening date is July 18 with an open house to be held in September.

Mrs. Symington reported that the Executive Committee had approved hiring a second staff person for the center. She said that this has always been a felt need and that there are sufficient funds. It was moved by Mrs. Stein, seconded by Mr. Logan and PASSED THAT THE ACTION OF THE EXECUTIVE COMMITTEE CONCERNING HIRING A SECOND STAFF PERSON FOR THE REHABILITATION CENTER BE APPROVED.

Mrs. Young said that the Public Relations Committee had suggested that the facility be named the Benjamin Rush Center. Dr. Rush was a pioneer in the treatment of the mentally ill, favored decent hospitals, introduced OT and pioneered in "talking out" troubles. Dr. Werkman said that Rush was known for advocating various punishing treatments for psychiatric patients and is an Olympian figure rather than a warm, helping figure. He suggested contacting A. P. A. PR man, Robbie Robinson, for more appropriate names.

Miss Hall distributed a list of furnishings and other supplies which will be needed and which she hopes will be donated. Calls on donations should be made before July 8. Equipment for a carpentry shop is needed. Mr. Sacknoff said that he thought he could arrange for this to be provided. Mrs. Margulies suggested watching the give-away columns in the local papers. Mrs. Hardy said that, when it is time to move, she might be able to arrange for Greenwood Moving and Storage to do it free. Greenwood donates 2 days each month to charity. Mrs. Robinson suggested contacting the Bell Vocational School which has helpful contacts.

There will be volunteer needs at the center, particularly in the day-time. Homemakers are needed to work with the clients on home arts, meal planning and preparation and budgeting. Others are needed for grooming and styling classes. Instruction in clerical skills and dancing will also be needed. Drivers will be needed for special trips. There should be a volunteer coordinator. Male volunteers are most welcome. Miss Hall emphasized the importance of volunteers just to be there, to join in and to encourage.

Mrs. Symington reported on the status of DVR legislation. A rider for an elected D. C. school board has been attached to the bill. DVR hopes that, since this rider is not germane, it will be separated. A further problem is that there is no one in the Senate ready to push the bill when it gets there.

BALL

Mrs. Cross reported a net ball profit of \$33,250.14. She said that the celebrities, who submitted expense accounts, were a drawing card and helped with publicity, but suggested that next year we should not give NAMH too free a hand, but should go for 3 or 4 great ones.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
RESEARCH REPORT

Submitted by: [Name] Date: [Date]

Abstract

The purpose of this study was to investigate the effect of [Topic] on [Topic]. The results showed that [Topic] had a significant effect on [Topic].

The study was conducted using [Method]. The results showed that [Topic] had a significant effect on [Topic].

The results of the study are discussed in terms of [Topic]. The study shows that [Topic] has a significant effect on [Topic].

The study was conducted using [Method]. The results showed that [Topic] had a significant effect on [Topic].

The study was conducted using [Method]. The results showed that [Topic] had a significant effect on [Topic].

The study was conducted using [Method]. The results showed that [Topic] had a significant effect on [Topic].

Mrs. Wright said that checks and summaries have been sent to the area ball chairmen and explained how the area figures were arrived at. She took the area figures, as given by the chairmen, checked these against our own records and gave the areas the benefit of the doubt. The areas were also given 100% on all the \$1 chances they sold. The overhead cost to DCAMH was figured at 30%. Everything the areas claimed, except chances, was totalled and then 30% was subtracted.

The chances were added to this figure and from this final total 20% for NAMH was deducted. Northern Virginia got \$758.40, Alexandria \$268.80, Prince George's \$561.60 and Montgomery County \$1,029.80. Mrs. Cross emphasized that an amicable solution must be worked out with the Area Associations and not as it was done this year. One of the area chairmen said, "We worked this year for the money we got last year."

FINANCE

It was moved by Mr. Denbo, seconded by Mr. Sacknoff and PASSED THAT THE ACTION OF THE EXECUTIVE COMMITTEE TO OPEN ACCOUNTS AT FIRST FEDERAL, COLUMBIA AND LIBERTY SAVINGS AND LOAN ASSOCIATIONS BE RATIFIED.

LET FREEDOM RING

Mrs. Symington said that Let Freedom Ring, locally operating from McLean, Virginia, is a group of right wing extremists mounting a national attack on NAMH. NAMH feels that its financial growth may have suffered from these attacks. Mrs. Rockefeller has delivered a speech refuting LFR statements and copies of the speech will be mailed to all members. Mr. Sacknoff said that the Anti-Defamation League is after the McLean dentist involved in LFR on an entirely different charge.

RESOLUTION ON WITHDRAWING FROM UGF

Mrs. Symington said that Regions II, III and IV have passed resolutions on withdrawing from united funds. There was a mailing on this to divisions and chapters on April 28. At the NAMH Board meeting early in May, this was discussed and the following resolution passed:

"NAMH requests Divisions and Chapters to reexamine MHAs' participation in Federated campaigns in order to determine whether or not a policy for gradual withdrawal from United Funds and Community Chests should be adopted." The National Budget Consultation Committee has sent this resolution to all united funds in Delaware and it is likely that it will be sent here.

Mrs. Symington said that DCAMH is very much a part of UGF and until 2 years ago received all of its funds from UGF. Our allotment has been increasing each year (\$1,000 increase 1964, \$3,000 1965, \$6,000 1966), many of us serve on HWC committees (Action, Budget, Membership, Planning), we are a part of the community and committed to support a united campaign. Mr. Denbo felt that the alternative to participating in UGF was frightening.

Mrs. Wright said that she was not aware that a current re-evaluation of our position had been made and added that, as an HWC Board member, she was shaken by what DCAMH gets in relation to other agencies. She said that a further purpose of the resolution was to alert NBCC and united funds to the problems and to assure fair proportionate treatment of MHAs. Mr. Barach said that the resolution was intimidation rather than a suggestion that we may be more worthy of support than you now regard us. Mrs. Wright said that, when MHAs have pulled out of united funds, they have trebled their support and cited California. Mrs. Symington said that NBCC would meet with UGF on the fair share problem for agencies with national affiliation and that we are hoping that our allocation will include 20% for NAMH.

It was moved by Mr. Denbo, seconded by Mr. Logan and PASSED (Mrs. Wright opposed) THAT DCAMH HAS REEXAMINED ITS POSITION RELATIVE TO PARTICIPATION IN UGF, AND WILL CONTINUE TO REEXAMINE ITS POSITION TO SEE THAT DCAMH GETS ITS PROPER

The first part of the report discusses the general situation of the country and the progress of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

The second part of the report deals with the details of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

The third part of the report deals with the details of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

The fourth part of the report deals with the details of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

The fifth part of the report deals with the details of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

The sixth part of the report deals with the details of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

The seventh part of the report deals with the details of the work. It is found that the work has been carried out in accordance with the plan and that the results are satisfactory.

SHARE, AND HAS CONCLUDED THAT DCAMH SHALL REMAIN IN UGF AND, IF THIS MATTER IS TO BE TAKEN UP AT NATIONAL CONVENTION, DCAMH'S DELEGATE DIRECTOR SHALL BE INSTRUCTED TO ASSERT THIS POSITION STRONGLY ON THE FLOOR.

CHILDHOOD MENTAL ILLNESS

Mrs. Treusch said that this has been a nagging and nudging committee which last year heard the needs and this year tried to carry out some of the recommendations. Some of the activities and accomplishments of the committee are:

1. SERVICES IN SE

This is a low priority area despite a population made up of large families with young children. NE clinic was serving some. CMI met with Dr. Cameron and Dr. Schultz about provision of services. Dr. Cameron felt that, since St. Elizabeths is largely an in-patient facility, he could not undertake this. Dr. Schultz promised staff for SE and has sent 3 professionals each for a $\frac{1}{2}$ day a week. They also work with the Neighborhood Youth Corps and 2 Day Care Centers. Recently a psychiatrist has been hired who will spend a full day seeing children in SE.

2. HEADSTART

a. BEHAVIORAL INVENTORY FORMS

CMI tracked down the 3000 forms from last summer which are considered to be a way of flagging high risk children, got permission to Xerox them and prodded the Health Department into asking for their release. H. D. now has a \$10,000 grant to do follow-up and review forms which should provide interesting research for their students.

b. PROVISION OF MENTAL HEALTH SERVICES

CMI wrote UPO countless letters containing outlines of a basic mental health program for Headstart and asking that the Headstart director be qualified in pre-school education and met with acting director of UPO, Gary Bellow. Except for 700 children, Headstart is under the school system. Bellow wrote Dr. Hansen of DCAMH's concern for mental health services and Hansen responded that this is in the hands of the H. D. Our recommendations were forwarded to the H. D., with whom we had worked very closely, and the H. D. has \$30,000 for a mental health program which will include diagnosis and follow-up. We have asked to hear more about plans for the other 700. The Department of Elementary Education at G. W. which Mr. Bellow had said would handle the program for the 700 will not take it on because there are no guidelines and it was offered too late. The Washington School of Psychiatry may be the contractor. CMI has recommended that the H. D. handle it, since H. D. has the apparatus for follow-up and is also willing to hire the 5 private psychiatrists who have volunteered feeling that coordination of private and community psychiatry is a good thing. The Children and Adolescents section of the Mental Health Subcommittee of the Public Health Advisory Council has also worked along these lines. Dr. Werkman said that this work enabled Children's Hospital to be ready and able to free 12 psychiatrists for Headstart this year. Mrs. Treusch said that CMI will keep pushing on the fall program.

3. CHILDREN, THE LAW AND PSYCHIATRY

This CMI offshoot has joined with the Judicial Conference to study the adequacy of laws affecting children, whether children are getting a fair deal, where the Court stands, are the institutions helping etc. Mrs. Temko is chairman of the committee. Members include Mr. Stein, a Juvenile Court judge and members of the G.W. law faculty. CMI has questioned whether this committee should continue. The Judicial Conference feels that it needs to hear from people on the firing line and has received 2 very large grants which might cover secretarial help and would relieve DCAMH of this considerable burden.

4. RESIDENTIAL TREATMENT CENTER

Dr. Kester, psychiatrist at Children's Center, has long been lamenting the lack of residential treatment facilities for children and adolescents. CMI has supported her and the H. D. in the search for a possible building and a feasible plan. Because of a drop in population at Junior Village, a building has become available there which will house 40 children and adolescents. 12 additional staff members would be needed and the facility has the disadvantage of not satisfying city-wide needs, since it will be possible to treat there only wards of the DPW. CMI has supported the Junior Village facility and has applied to the Stewart Trust for staffing funds. The P.H.A.C. is pushing in this same direction.

5. FAMILY LIFE EDUCATION PROJECT

Staff is being recruited and we hope to tie in with a neighborhood development center. Cardozo has turned us down because of the pressures of too many priority needs.

6. PLANS FOR NEXT YEAR

- a. Work with the schools and the D. C. Citizens for Better Education
- b. Work with Area B, Dr. Jay Fishman
- c. Work with Joint Commission studying mental illness and children
- d. Find a new name for the committee.

BUSINESSMEN'S SEMINAR

Mrs. Young reported that on May 18 a businessmen's seminar was held jointly with G. W. Hospital on the mental health aspects of absenteeism. Dr. Yochelson chaired the seminar and there was a near capacity (50) group made up of representatives from hotels, newspapers, public utilities, food chains and 2 representatives of international organizations. Dr. Bennett of General Motors Assembly Division was the main speaker and there were 3 panels headed by psychiatrists (English, Gordon, Abramson). Dr. Yochelson is interested in doing another seminar in the fall. Three people from IRS went to Wilmington to see for themselves what Dr. Bennett was doing with mental health problems. Our exhibit was on NBC-TV. Mrs. Young expressed thanks to Mr. Logan whose efforts stimulated attendance by top people.

The meeting adjourned at 2:00 p.m.

MEMBERS PRESENT: Barach, Cross, Denbo, Hardy Logan, Margulies, Morris, Robinson, Sacknoff, Soyster, Stein, N., Symington, Treusch, Werkman and Wright.
STAFF: Hall, Luther, Young

EXCUSED: Angelos, Carson, Claymen, Fowler, Hinton, Kronfeld, Macy, Monroe, Saltonstall, Stein, C., and Wiebusch.

ABSENT: Bletch, Brown, Cahill, Coates, Cunningham, Davis, Duncan, Fickling, Gibbons, Granatir, Starr, Taylor and Temko.

NEXT MEETING: Wednesday, September 14 at noon.

Respectfully submitted

S/ Eliza S. Soyster

Mrs. Peter Soyster
Secretary

Rehab. Center established
by D.C. Mental Health Assoc.
DVR expected to help finance
it. Instead of placing it in
Area C, far NE & SE,
area of greatest mental
health needs (and greatest
poverty), Board chose a
site behind Hilton hotel.
This is in Area B, but also
right near Area A and
within a few minutes' driving
time for most affluent
area (~~most~~ many of whom have
private care.)

WASHINGTON INSTITUTE
FOR
QUALITY EDUCATION

Meeting of the Board of Directors

8/11/70

1. Election of trustees and officers
2. Financial report
3. Administration of funds
4. Distribution of booklets
5. WIQE functions redefined
6. Change secretary to secretary-administrator
7. Director's salary

June 8, 1970

MEMORANDUM

TO: Bardyl Tirana, Esq.
Amram, Hahn & Sundlun

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: Grant by the Abelard Foundation

Enclosed is a memorandum from the Abelard Foundation which WIQE has to answer before we receive our grant of \$5,000.

Since you answered Cummins Engine's letter, I was wondering if you could send a copy of the Cummins Engine's memorandum to Abelard. If not, please let me know as soon as possible.

After you have dealt with this, please return the enclosed memorandum.

July 24, 1970

M E M O R A N D U M

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. and
David F. Smith, Fordham University, New York City

TO: Dr. Harland Randolph
President
Federal City College
Washington, D.C.

SUBJECT: The Present and Future Social and Economic Impact of
Federal City College on the District of Columbia

This memorandum is a bringing together of selected information on the present and projected status of Federal City College. Due to the short life of the school (founded September 1968), there are not enough available data upon which to base more than an educated guess about its current and future economic and social impact on the Washington, D.C. community.

Information summarized here, however, can serve as a broad outline for a more indepth study at a future date.

MEMORANDUM

FROM: Julius W. Robinson, Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. and
David T. Smith, Fordham University, New York City

TO: Dr. Richard R. Rabinovich
Federal City College
Washington, D.C.

SUBJECT: The Present and Future Social and Economic Impact of
Federal City College on the District of Columbia

This memorandum is a bringing together of selected information on the present and projected status of Federal City College. Due to the short life of the school (founded September 1968), there are not enough available data upon which to base more than an educated guess about its current and future economic and social impact on the Washington, D.C. community.

Information summarized here, however, can serve as a broad outline for a more in-depth study at a future date.

OUTLINE ON THE SOCIAL AND ECONOMIC IMPACT OF FCC PRESENT AND FUTURE

FCC: The Students

When Federal City College opened its doors to students in September, 1968, at a temporary location near the United States Capitol, it did so with the assumption that it would eventually change the character of education for most of the college-age students in the District of Columbia. The new institution is unique not only because it is the nation's first urban land grant college but also because it offers its students an opportunity to acquire an education at exceptionally low costs.

Presently there are 4700 full and part-time students enrolled in Federal City College. In addition, the College's Community Education Division has 5000 enrolled in Adult Education Programs.

Of the major private universities serving the city, none offers low-cost higher education to meet the needs of the college-age population in the District of Columbia, which comprises about eight per cent of the total citizenry of the city.

Two thirds of the 6000 applicants for the 2000 student spaces available in 1969 at the College applied only to FCC "because of the opportunity it provided for education at a low cost".¹

About 98% of the present student population are residents of the District of Columbia. It is estimated that for some time to come, 80-90% of FCC students will be District residents. The College already serves and hopes to continue to serve a majority of those District residents who attend institutions of higher learning.

¹Parameters for the 1969-1975 Master Plan, Federal City College, September, 1968, Board of Higher Education, p. i=1.

Page 1

It is the policy of the District of Columbia to provide for the education of its citizens at the lowest possible cost. This policy is reflected in the various laws and regulations governing the operation of the public schools and the District College.

change the character of education for most of the college-age students in the District of Columbia. The new institution is unique not only because it is the nation's first urban land grant college but also because it is the first college to be established in the District of Columbia. It is the only college in the District of Columbia to be established in the District of Columbia.

in Federal City College. In addition, the College's Community Education Division has 5000 enrolled in Adult Education Programs. Of the major private universities serving the city, none offers low-cost higher education to meet the needs of the college-age population in the District of Columbia, which comprises about eight per cent of the total citizenry of the city.

Two thirds of the 6000 applicants for the 2000 student spaces available in 1969 at the College applied only to FCC "because of the opportunity it provided for education at a low cost".¹

About 92% of the present student population are residents of the District of Columbia. It is estimated that for some time to come, 80-90% of FCC students will be District residents. The College already serves and hopes to continue to serve a majority of those District residents who attend institutions of higher

A 1968 report by the District of Columbia Commissioner's Advisory Council on Higher Education stated that "The new public College will add greatly to the total higher education system in the Washington area, complementing rather than competing with existing institutions." The report discloses that at least 50% of the students at FCC are students who could not otherwise have gone to college.²

The opening of FCC and the Washington Technical Institute in 1968 precipitated an increase of about 15% in the number of D.C. high school graduates attending institutions of higher learning. The average age of students at the College is twenty-one, indicating that many persons who have been out of high school for years are taking advantage of their first opportunity to obtain a college education.³

FCC: An Adequate Location

A consortium of architects is now working on a plan for permanent facilities for FCC. Within three years it is hoped that a complex can be built on historic Mt. Vernon Square in downtown Washington to accommodate 8000 students. This would be adjacent to the Shaw Urban Renewal Project. If located there, the College would provide business and educational services to the Shaw area.

A second proposed site at Ft. Lincoln, in the eastern section of the city, is expected to be serving another 8000 students by 1975. College planners envision the need for a third location to handle a projected "multi-university" enrollment of 20,000 within the next twelve years.

²Commissioner's Advisory Council on Higher Education, Comprehensive Planning Survey for the District of Columbia Institutions of Higher Learning, Washington, D.C., September 1968

³Questions Most Frequently Asked About Federal City College, Federal City College, 1970.

FCC Purpose and Directions

FCC was founded on the premise that social problems of the city can and should be met by local institutions of higher learning. To this end, the College sponsors community assistance programs, institutes urban studies, and instills in its students a social consciousness necessary to make them effective urbanologists.

The institution is successful in coordinating and fostering relevant public education from pre-school through college. This is done by the proper utilization of curriculum which results in more effective community programs.

The College also includes its students in planning, administration, and curriculum development.

Degree Offerings and Programs at FCC

The College plans to grant two-year associate in art degrees in urbanology (urban career services), education, nursing and health, and community services. Bachelor of arts degree studies are planned for all fields in the liberal arts and sciences, business science, nursing and urbanology. The institution will offer Master's degree work in fields such as teacher education, social work, urbanology, recreation, nursing, public health, business, and liberal arts. There are also course offerings in the other social sciences as well as media technology.

FCC has developed several programs which enable students to work for social change in the community while enrolled as candidates for degrees. High school students can take advantage of advanced education at the College. The school offers an "Adopt-a-Family" program in cooperation with several District social service agencies. The objective of this specific program is to use high^{er} education

institutes urban studies, and instills in its students a social

The institution is successful in coordinating and fostering relevant public education from pre-school through college. This is done by the proper utilization of curriculum which results in

more effective community programs.

The College also includes its students in planning, administra-

tion, and curriculum development.

Degree Offerings and Programs

The College plans to grant two-year associate in art degrees in urbanology (urban career services), education, nursing and health, and community services. Bachelor of arts degree studies are planned for all fields in the liberal arts and sciences, business science, nursing and urbanology. The institution will offer Master's degrees work in fields such as teacher education, social work, urbanology, recreation, nursing, public health, business, and liberal arts. There are also course offerings in the other social sciences as well as media technology.

FCC has developed several programs which enable students to work for social change in the community while enrolled as candidates for degrees. High school students can take advantage of advanced education at the College. The school offers an "Adopt-a-Family" program in cooperation with several District social service agencies.

as a wedge to move the family as a unit into a higher standard of living. It includes finding jobs for members of the families, which allows other members to attend college full-time, providing educational experiences for each member of the family, and establishing resources that the family can use while participating in the program.⁴

For those who cannot be enrolled at FCC and perhaps are not high school graduates, there is the Basic Skills Center Program. The school has also established a Division of Community Education that by 1975 expects to be serving approximately 30,000 persons on an individual non-credit basis.

The Urban Studies Action Group is probably the College's best operational program in the community. Through its projects citizens can better their health, education and personal welfare.

The Group informs students about community resources and publishes a booklet designed to aid students who have special social welfare needs.

The students in the program make themselves available to community organizations to explain programs such as medicaid, food stamps, and social security. They also man telephones daily to answer citizen's questions on social and personal problems. These problems include hunger, child care, and medical assistance.

The Urban Services Program, another of FCC's important operations, teaches adults how to improve the lives of their fellow citizens through careers in social service agencies. This program requires education field work for the student, usually as volunteers in local social welfare agencies. Students often gain enough experience through this project to enable them upon graduation to join one of the social welfare agencies in which they served as volunteers.

⁴Ibid, p. 1.

living. It includes finding jobs for members of the families, which allows other members to attend college full-time, providing educational experiences for each member of the family, and establishing resources that the family can use while participating in the program.

For those who cannot be enrolled at FCC and perhaps are not high school graduates, there is the Basic Skills Center Program. The school has also established a Division of Community Education that by 1975 expects to be serving approximately 30,000 persons on an individual non-credit basis.

The Urban Studies Action Group is probably the College's best operational program in the community. Through its projects citizens can better their health, education and personal welfare.

The Group informs students about community resources and publishes a booklet designed to aid students who have special social welfare needs.

The students in the program make themselves available to community organizations to explain programs such as Medicaid, food stamps, and social security. They also man telephones daily to answer citizen's questions on social and personal problems. These problems include hunger, child care, and medical assistance. The Urban Services Program, another of FCC's important operations, teaches adults how to improve the lives of their fellow citizens through careers in social service agencies. This program requires education field work for the student, usually as volunteers in local social welfare agencies. Students often gain enough experience through this project to enable them upon graduation to

Projected Budget and Enrollment

If the rate of increase in the total FCC budget from year to year is maintained, projected estimates below show that by 1975 the college will be serving some 21,000 students with an annual budget of \$46.7 million.

Estimated Budget and Enrollment

<u>Year</u>	<u>Dollars in Millions</u>	<u>Regular Enrollment</u>
1968-69	4.8	2,000
1969-70	10.8	4,700
1970-71	21.4	9,000
1971-72	26.3	12,000
1972-73	32.5	15,000
1973-74	39.5	18,000
1974-75	46.7	21,000

The following chart shows projections of the school's ability meet the demands of future students in the District of Columbia.

If the rate of increase in the total FCC budget from year to year is calculated, projected earnings before taxes for the college will be serving some 24,000 students with an annual budget

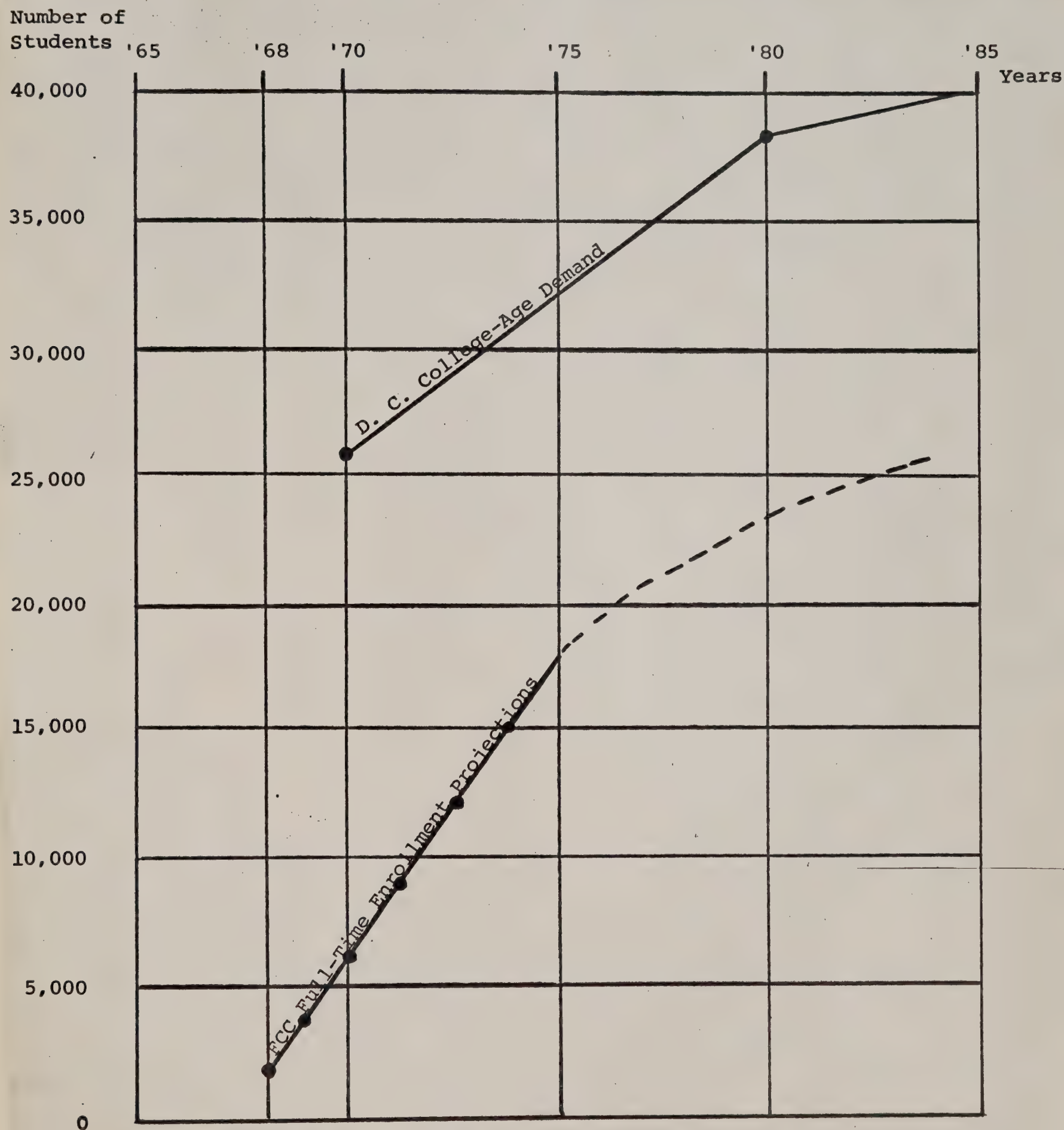
\$ 24.7 million

Projected Budget and Earnings

Year	Earnings in millions	Projected Budget
1968-69	4.8	2,000
1969-70	10.8	4,700
1970-71	17.4	8,000
1971-72	26.3	12,000
1972-73	32.5	15,000
1973-74	39.5	18,000
1974-75	46.7	21,000

The following chart shows projections of the school's ability to meet the needs of future students in the District of Columbia.

Projection of FCC's Ability to Respond to District of Columbia Demands for Higher Education



Source: Federal City College

Graduates and FCC's Economic Impact

Federal City College which has employed some 724 persons over the last two years, will be graduating increasing numbers of accountants, mathematicians, social scientists, teachers and other professionals.

Based on present enrollment of the District's two public colleges and no change in the income tax rate, the current student body will pay \$201 million more in taxes during a 40-year period than they would pay had they been only high school graduates. This factor, reflected in District taxes, would amount to about \$38 million.⁵

In the Overall Economic Development Program for the District of Columbia, prepared by the Mayor's Economic Development Committee in 1969, it was stated that the average career earnings of a college graduate is \$452,518 while the earnings of those with four years of high school is \$272,629.

Based on assumptions by the Mayor's Committee, a comparison of costs and benefits shows that the D.C. Government's investment in Federal City College is a profitable one. The school contributes to the District of Columbia an assessed general sales tax of 2% on all money spent, and a marginal rate of income taxes of 6% on all earnings. Thus, the District of Columbia Government nets about \$1.72 for every dollar currently invested in Federal City College.⁶

Through the payment of faculty and staff salaries, the purchase of goods and services, the construction of buildings, and the expenditures of students, the college also has a direct effect

⁵Questions Most Frequently Asked About Federal City College, Federal City College, 1970.

⁶El-Alfi, E.S., Associate Professor, Federal City College, "Preliminary Outline of Economic Contributions of Federal City College to D.C. Government", Economics Department, Federal City College, 1969.

THE DISTRICT OF COLUMBIA

the last two years, will be graduating increasing numbers of accountants, mathematicians, social scientists, teachers and other professionals.

Based on present enrollment of the District's two public colleges and no change in the income tax rate, the current student body will pay \$201 million more in taxes during a 40-year period than they would pay had they been only high school graduates. This factor, reflected in District taxes, would amount to about \$38 million.

In the Overall Economic Development Program for the District of Columbia, prepared by the Mayor's Economic Development Committee in 1969, it was stated that the average career earnings of a college graduate is \$452,518 while the earnings of those with four years of high school is \$272,629.

Based on assumptions by the Mayor's Committee, a comparison of costs and benefits shows that the D.C. Government's investment in Federal City College is a profitable one. The school contributes to the District of Columbia an assessed general sales tax of 2% on all money spent, and a marginal rate of income taxes of 6% on all earnings. Thus, the District of Columbia Government will receive \$1.75 for every dollar invested in Federal City College.

Through the payment of faculty and staff salaries, the purchase of goods and services, the construction of buildings, and the expenditures of students, the college also has a direct effect

STUDY OF THE ECONOMIC DEVELOPMENT OF THE DISTRICT OF COLUMBIA
Federal City College, 1970.

"Preliminary Outline of Economic Contributions of Federal City College to D.C. Government," Economic Development, Federal City College, 1969.

on income flow in the community. If the trends continue, **PCC** will become the potent educational economic force in the Nation's **Capital**.

in former times to the present day, the same principles apply.

Before the present educational system was introduced

...

REFERENCES

Board of Higher Education, Federal City College, Parameters for the 1969-1975 Master Plan, December 1968.

El-Alfi, E.S., "Preliminary Outline of Economic Contributions of Federal City College to D.C. Government", Economics Department, Federal City College, 1969.

American Education - "At Long Last - A Federal City College" by Wayne L. Morse, September, 1968.

Urban Studies Department and Office of Student Records and Research, Federal City College.

REFERENCES

1. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
2. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
3. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
4. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
5. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
6. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
7. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
8. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
9. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.
10. Journal of the American Statistical Association, Vol. 47, No. 257, 1952, pp. 1-10.

W-9
Ford Foundation
573-5000
M E M O R A N D U M

October 5, 1970

TO: Mr. Stan Brezenoff, Ford Foundation, 320 East 43rd Street,
New York, New York, 10017

FROM: Julius W. Hobson, Washington Institute of Quality Education,
300 M Street, S.W., Washington, D.C. 20024

SUBJ: Consideration for funds

Proposed

Enclosed are copies of our annual financial statement through June, 1970, our tax return and our statement of purpose. These give a financial picture as well as the stated purpose of WIQE. As you can see we are not a very big organization and our only function is action research directed toward the improvement of public education in the United States.

Enclosed are copies of our latest publications; The Center Forum, published in May, 1969, and The Damned Children, published in August, 1970. We propose to put out a series of action research publications of the nature of The Damned Children. At the present time we are working on two future publications. One is a legal memorandum on federal and state information laws. We are summarizing each of these statutes and making the summary available to parents groups and other associations with the suggestion that they be used to obtain a picture of public education in large U.S. cities.

Our need for funds in the future is based upon our attempt to put out a second booklet in the Damned Series entitled The Damned Special Projects and Experiments. This publication will be an analysis of a tabulation of 135 special projects and experiments in the public schools in the District of Columbia. We have that tabulation as shown in Chart A of our Center Forum article. This is quite an ambitious undertaking which will require analysis, evaluation and presentation. The tab plan was supplied by the D.C. public schools and it is quite involved. We could use an additional staff person to assist in checking these many projects as they appear in the tab plan against special reports on the projects by the schools. Our operation is comparatively small. With an annual budget of about \$50,000, we are seeking a grant at this time of about \$20,000 to \$25,000. Our objective in this second publication is to enable communities throughout the country to ask: 1) How many special projects and experiments

1947

Washington, D.C. 20024

SUBJECT: Consideration for funds

Enclosed are copies of our annual financial statement through June, 1947, our tax return and our statement of purpose. These give a financial picture as well as the stated purpose of W.H.A. As you can see we are not a very big organization and our only function is action research directed toward the improvement of public education in the United States.

Enclosed are copies of our latest publication, "The Future of Education in May, 1947, and the Future of Education in August, 1947". We propose to put out a series of action research publications of the nature of the "Future of Education". At the present time we are working on two future publications. One is a legal memorandum on federal and state information laws. We are summarizing each of these summaries and making the summary available to parents groups and other organizations with the exception that we need to secure a release of public education in large U.S. cities.

Our need for funds in the future is based upon our attempt to put out a second booklet in the "Future of Education" series entitled "The Future of Education in May, 1947". This publication will be an action research project and the subject will be "The Future of Education in May, 1947". We have the plan for the public schools in the District of Columbia. This is shown in Chart A of our "Future of Education" article. This is an ambitious undertaking which will require analysis, evaluation and presentation. The plan was supplied by the D.C. public schools and it is quite involved. We could use an additional staff person to assist in checking these many projects as they appear in the plan and to assist in the project by the schools. Our cooperation is comparatively small. With an annual budget of about \$25,000, we are seeking a grant at this time of about \$25,000 to \$30,000. The objective in this second publication is to enable parents to put the country to rest: 1) How many special projects and other

do we have in our public schools; 2) What are the stated purposes of these special experiments and projects; 3) How many people are employed in the special projects and experiments; 4) How much money is spent and for what purposes; 5) How many children are affected or covered and helped; 6) Are these special projects and experiments distributed equitably or are they distributed on the basis of race and income; (see booklet) and finally; 7) What are the sources of funds for these special projects and experiments, and are these funds being used within the framework of the laws authorizing them?

I am well under way in the analysis of these data but am in dire need of additional statistical help. I would be glad to come to New York to discuss this project with the Ford Foundation, as I think it should be our next publication. Our third publication will be entitled, The Damned Teachers, and the fourth will be entitled The Damned Administrators.

I appreciate your consideration and look forward to hearing from you.

cc: Roger Wilkins

Enclosures (10) The Damned Children (2)

The Center Forum

Financial Statement - March 1, 1969 - February 26, 1970

Financial Statement - March 1, 1970 - June 30, 1970

List of contributors

Members of Board of Directors

Tax return

Purpose of WIOE

Assets

MEMORANDUM

Date:

To: Board of Directors, Cummins Engine Foundation

From: Foundation Staff

Subject: A \$26,500 Grant for the Continuation of the Washington Institute for Quality Education through February 28, 1971

BACKGROUND

The Washington Institute for Quality Education (WIQE) is a District of Columbia non-profit corporation whose purpose is to advance the quality of public education in Washington, D. C., through special programs and action research projects. It was originally funded by the Stern Family Fund.

The objective of WIQE is to create a set of conditions in which resources for public education will be distributed fairly and equitably and in a manner understood by inner-city parents so that they can institute changes.

RATIONALE

It is imperative for the future of public school education that parents be convinced that they can examine, understand and improve the schools in their communities. WIQE has been instrumental in introducing basic research techniques to scrutinize inner-city schools, and which can be utilized by center-city citizens, members of boards of education and other non-professional educators so that they themselves can examine and understand their schools.

Funding of this proposal would provide the Institute with the resources to complete the collection, evaluation and analysis of quantitative data on education in the District of Columbia public schools. The Institute also aids parents to produce similar surveys in other US cities.

This proposal would also provide very important resources and a corridor to aid the Center for Black Education, Institute of the Black World, Nairobi College and Malcolm X Liberation University in providing the sort of analysis to re-energize public education in America.

RECOMMENDATION

Attached is a copy of the Institute's estimated budget for the continuation of the project from March 1, 1970, through February 28, 1971 (Exhibit I). A copy of the Institute's most recent financial statement is also provided (Exhibit II).

Staff recommends a grant of \$26,500 for WIQE to continue through February 28, 1971.

MEMORANDUM

October 5, 1970

TO: Mr. Stan Brezenoff, Ford Foundation, 320 East 43rd Street,
New York, New York, 10017

FROM: Julius W. Hobson, Washington Institute of Quality Education,
300 M Street, S.W., Washington, D.C. 20024

SUBJ: Consideration for funds

Enclosed are copies of our annual financial statement through June, 1970, our tax return and our statement of purpose. These give a financial picture as well as the stated purpose of WIQE. As you can see we are not a very big organization and our only function is action research directed toward the improvement of public education in the United States.

Enclosed are copies of our latest publications; The Center Forum, published in May, 1969, and The Damned Children, published in August, 1970. We propose to put out a series of action research publications of the nature of The Damned Children. At the present time we are working on two future publications. One is a legal memorandum on federal and state information laws. We are summarizing each of these statutes and making the summary available to parents groups and other associations with the suggestion that they be used to obtain a picture of public education in large U.S. cities.

Our need for funds in the future is based upon our attempt to put out a second booklet in the Damned Series entitled The Damned Special Projects and Experiments. This publication will be an analysis of a tabulation of 135 special projects and experiments in the public schools in the District of Columbia. We have that tabulation as shown in Chart A of our Center Forum article. This is quite an ambitious undertaking which will require analysis, evaluation and presentation. The tab plan was supplied by the D.C. public schools and it is quite involved. We could use an additional staff person to assist in checking these many projects as they appear in the tab plan against special reports on the projects by the schools. Our operation is comparatively small. With an annual budget of about \$50,000, we are seeking a grant at this time of about \$20,000 to \$25,000. Our objective in this second publication is to enable communities throughout the country to ask: 1) How many special projects and experiments

MEMORANDUM

Mr. J. Edgar Hoover, Federal Bureau of Investigation, 310 East 43rd Street, New York, New York, 10017

Mr. J. Edgar Hoover, Washington, D.C. 20535

SUBJECT: Consideration for Funds

Enclosed are copies of our latest publications, the General Forum, published in May, 1969, and The Damned Children, published in January, 1970. We propose to put out a series of similar general publications of the nature of the Damned Children. At the present time we are working on two future publications. One is a legal memorandum on federal and state information laws. We are summarizing each of these statutes and making the summary available to the public. We are also working on a series of general articles on the state of public education in large U.S. cities.

Enclosed are copies of our latest publications, the General Forum, published in May, 1969, and The Damned Children, published in January, 1970. We propose to put out a series of similar general publications of the nature of the Damned Children. At the present time we are working on two future publications. One is a legal memorandum on federal and state information laws. We are summarizing each of these statutes and making the summary available to the public. We are also working on a series of general articles on the state of public education in large U.S. cities.

Enclosed are copies of our latest publications, the General Forum, published in May, 1969, and The Damned Children, published in January, 1970. We propose to put out a series of similar general publications of the nature of the Damned Children. At the present time we are working on two future publications. One is a legal memorandum on federal and state information laws. We are summarizing each of these statutes and making the summary available to the public. We are also working on a series of general articles on the state of public education in large U.S. cities.

do we have in our public schools; 2) What are the stated purposes of these special experiments and projects; 3) How many people are employed in the special projects and experiments; 4) How much money is spent and for what purposes; 5) How many children are affected or covered and helped; 6) Are these special projects and experiments distributed equitably or are they distributed on the basis of race and income; (see booklet) and finally; 7) What are the sources of funds for these special projects and experiments, and are these funds being used within the framework of the laws authorizing them?

I am well under way in the analysis of these data but am in dire need of additional statistical help. I would be glad to come to New York to discuss this project with the Ford Foundation, as I think it should be our next publication. Our third publication will be entitled, The Damned Teachers, and the fourth will be entitled The Damned Administrators.

I appreciate your consideration and look forward to hearing from you.

cc: Roger Wilkins

Enclosures(10) The Damned Children (2)

The Center Forum

Financial Statement - March 1, 1969 - February 26, 1970

Financial Statement - March 1, 1970 - June 30, 1970

List of contributors

Members of Board of Directors

Tax return

Purpose of WIQE

Assets

Certificate

Registration of a Claim to Copyright

in a published book manufactured in the United States of America

FORM A

CLASS A	REGISTRATION NO. A 177829 <small>DO NOT WRITE HERE</small>
-------------------	-------------------------------------------------------------------------

This Is To Certify that the statements set forth on this certificate have been made a part of the records of the Copyright Office. In witness whereof the seal of the Copyright Office is hereto affixed.

Abraham L. Kaminstein

Register of Copyrights
United States of America

**1. Copyright Claimant(s) and Address(es):**

Name JULIUS W. HOBSON

Address 300 M STREET, S.W., WASHINGTON, D.C., 20024

Name

Address

2. Title: THE DAMNED CHILDREN - A LAYMAN'S GUIDE
(Title of book)
TO FORCING CHANGE IN PUBLIC EDUCATION

3. Authors:

Name JULIUS W. HOBSON Citizenship U.S.
(Legal name followed by pseudonym if latter appears on copies) (Name of country)

Domiciled in U.S.A. Yes ☒ No ☐ Address 102 G STREET, S.W., WASH., DC

Name Citizenship
(Legal name followed by pseudonym if latter appears on copies) (Name of country)

Domiciled in U.S.A. Yes No Address

Name Citizenship
(Legal name followed by pseudonym if latter appears on copies) (Name of country)

Domiciled in U.S.A. Yes No Address

4. Date of Publication of This Edition:

AUGUST 1 1970
(Month) (Day) (Year)

5. New Matter in This Version:

.....

6. Book in English Previously Manufactured and Published Abroad: If all or a substantial part of the text of this edition was previously manufactured and published abroad in the English language, complete the following spaces:

Date of first publication of foreign edition Was registration for the foreign edition made in the U.S.
(Year) Copyright Office? Yes No

If your answer is "Yes," give registration number

Complete all applicable spaces on next page

EXAMINER

7. Deposit account:

8. Send correspondence to:

Name _____ Address _____

9. Send certificate to:

(Type or
print Name
name and
address) Address

JULIUS W. HOBSON		
300 M STREET, S.W.		
(Number and street)		
WASHINGTON, D.C.		20024
(City)	(State)	(ZIP code)

Information concerning copyright in books

When to Use Form A. Form A is appropriate for published books which have been manufactured in the United States.

What Is a "Book"? The term "books" covers not only material published in book form, but also pamphlets, leaflets, cards, and single pages containing text. Books include fiction, nonfiction, poetry, collections, directories, catalogs, and information in tabular form.

Unpublished Books. The law does not provide for registration of "book" material in unpublished form. Unpublished books are protected at common law against unauthorized use prior to publication.

Duration of Copyright. Statutory copyright in published books lasts for 28 years from the date of first publication, and may be renewed for a second 28-year term.

How to secure statutory copyright in a book

First: Produce Copies With Copyright Notice. Produce the work in copies by printing or other means of reproduction. To secure copyright, it is essential that the copies bear a copyright notice in the required form and position, as explained below.

Second: Publish the Work With Copyright Notice. The copyright law defines the "date of publication" as "... the earliest date when copies of the first authorized edition were placed on sale, sold, or publicly distributed by the proprietor of the copyright or under his authority, . . ."

Third: Register Your Copyright Claim. Promptly after publication, mail to the Register of Copyrights, Library of Congress,

Washington, D.C. 20540, two copies of the work as published with notice, an application on Form A, properly completed and notarized, and a fee of \$6.

The Copyright Notice. The copyright notice for books shall appear on the title page or verso thereof, and shall consist of three elements: the word "Copyright," or the abbreviation "Copr.," or the symbol ©, accompanied by the name of the copyright owner and the year date of publication. Example: © John Doe 1970. Use of the symbol © may result in securing copyright in countries which are members of the Universal Copyright Convention.

NOTE: It is the act of publication with notice that actually secures copyright protection. If copies are published without the required notice, the right to secure copyright is lost, and cannot be restored.

Books manufactured abroad

In General. Form A is not appropriate for books which have been manufactured outside the United States.

Foreign-Language Books. Applications covering foreign-language books by foreign authors, manufactured abroad, should be submitted on Form A-B Foreign.

English-Language Books. Books in English manufactured abroad may be registered for "ad interim" copyright (Form A-B Ad Interim); or, if they are protected under the Universal Copyright Convention they are eligible for full-term registration on Form A-B Foreign:

(1) **Ad Interim Copyright.** Ad interim registration is necessary for protection in the United States unless copyright has been secured

under the Universal Copyright Convention. To secure ad interim copyright a claim must be registered within 6 months of first publication abroad. Ad interim copyright lasts for 5 years or until an American edition is published within the 5-year period and registered.

(2) **Universal Copyright Convention.** An English-language work by a foreign author first published abroad is eligible for full-term U.S. copyright if: (a) its author is a citizen or subject of a country which is a member of the Universal Copyright Convention, or the work was first published in such country, and (b) all published copies bear the copyright notice provided under the Universal Copyright Convention.

FOR COPYRIGHT OFFICE USE ONLY	
Application and affidavit received	
Two copies received	
Fee received	
115 37 8-7-70	

THE WASHINGTON INSTITUTE FOR QUALITY EDUCATION

Estimated Budget for a Factual Survey of
Public Education in the District of Columbia
March 1, 1969 to February 28, 1970

A.	Project Director, annual salary		\$15,000
B.	Project Secretary, annual salary		7,500
C.	Legal Expenses:		
1.	Legal Consultant	\$1,200*	
2.	Printing and Binding	<u>300</u>	1,500*
D.	Office Expenses:		
1.	Rent, \$175/mo.	\$2,100	
2.	Telephone, \$100/mo.	1,200	
3.	Calculator rent, \$50/mo.	600	
4.	Duplicating services	600	
5.	Typewriter	300	
6.	Furniture and Supplies	1,200	
7.	Postage	<u>600</u>	6,550
E.	Travel		<u>1,000</u>
			\$30,550.

* William L. Kunstler, Esq., of New York City, attorney for Julius Hobson in the Hobson v. Hansen litigation in the United States District Court and the United States Court of Appeals for the District of Columbia, has agreed to furnish legal services for the nominal fee of \$1,200.

June 2, 1970

MEMORANDUM

TO: WIQE Files

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: Teacher Assignment in the District of Columbia Elementary
Schools in the School Year 1965 and the School Year 1969

In my continuing effort to show that the District of Columbia school officials have not implemented the Wright Decree, I have analyzed data on teacher membership in the D. C. public schools as of June 5, 1969, from Dr. Johnson's office.

In 1966 we went to court using 1965 data. We argued that temporary teachers were distributed in the District of Columbia public schools on the basis of the income level of the neighborhood and on the basis of the racial composition of the neighborhood.

In 1965 the District of Columbia school administration described temporary teachers as those teachers who were teaching on temporary jobs, teaching in place of permanent teachers on leave, and as those teachers who had not and could not pass the examination to become permanent. It was estimated, based on 1965 data, that over half of the teachers in D. C. public schools were temporary.

Chart 1 shows the distribution of these teachers by economic level of the neighborhood. The chart shows that in 1965 as the income level of the neighborhood went up the percent of temporary teachers at schools in the neighborhood went down. In the neighborhoods in the \$8,000 to \$8,999 income range only 25% of the teachers were temporary. The \$11,000 to \$11,999 neighborhood showed only 19% of its teachers as temporary.

In the poorer and Blacker neighborhoods where the income was \$3,999 and under as high as 46% of the teachers were temporary. The \$4,000 income neighborhood was worse off with a peak of 47%. This proved in the United States District Court that the school administration practiced economic and racial discrimination in its assignment of teachers.

I asked the District of Columbia public schools for information on temporary teachers for the year 1969 but was told that they had changed the definition of temporary teachers. This proved to be their method of hiding the actual distribution of temporary teachers by income level. However, a report made available by the school administration gives data on percent distribution of permanent teachers in the District of Columbia elementary schools for 1969.

Chart 2 entitled Percent Permanent Teachers by Neighborhood Income Group, 1969, shows that over half of the teachers in the income groups from \$10,000 to \$12,000 and over are permanent. In the community where the income level is \$8,000 to \$8,999 as many as 59% of the teachers are permanent.

As in 1965, the poorer neighborhoods with incomes under \$7,000 had far fewer permanent teachers (less than half). In Anacostia about 41% of the teachers in the elementary schools are permanent in comparison with 55% permanent teachers in the \$12,000 and over community.

June 2, 1970 (continued)

If these averages are correct, they show that the poorer neighborhoods hold far fewer permanent teachers than do the richer neighborhoods. This indicates that the school administration has refused to carry out that part of the court order dealing teacher assignment.

The Finance Officer for the D. C. public schools stated that teacher's salaries account for from 75% to 80% of the average expenditure per pupil. In other words, if teacher's salaries make up that large a proportion of expenditures per pupil, then the pattern of permanent teacher distribution would closely reflect the pattern of money distribution in 1969.

This, therefore, shows a continuing practice of discrimination against the poor and the Black by the school administration. The administration refused to supply 1969 expenditure data. It appears that these 1969 data would show more discrimination against the poor than did the 1968 data, thus explaining their reluctance to release them.

For further information call WIQE - 554-3308.

January 26, 1970

MEMORANDUM

TO: Rick Merrill

FROM: Julius W. Hobson

SUBJECT: Testimony before the D.C. Coalition on National Priorities and Local Needs, December 12, 1969. Corrected copy beginning Page 33. Words in quotation marks should be printed in italics in the final transcript.

(Put in the Congressional Record of April 15, 1970)

Thank you very much, I am a lame duck member of the District of Columbia School Board, and I am glad to have an opportunity to talk about education as a first priority or one of the priorities of the District of Columbia. At the moment though I would rather pause and pay homage to what is my personal priority, and my first priority today is to concern myself with what's happening to the Panthers and try to join them in the District of Columbia (applause).

But I'm here to talk about education. We are functioning within the framework of a system called public education, which I call really "programed retardation," which through time has been consigning our children, both Black and White, in the District of Columbia to the social and economic junkheap. The data proves this. The United States Congress in a report from the House Committee on Education and Labor condemned the public schools in 1966. Judge J. Skelly Wright condemned the schools in 1967; and the dropout rate, the increasing absentee rate, and the disruption in the public schools condemns them today, while the school administration and the Board of Education try to function within the framework of something called business as usual. I have a statement here which I would like to read which I think goes to the heart of what is now a pressing problem in public education.

First, I would like to say that I have received about seven or eight recent telegrams from teachers who are crying out -- who are actually afraid for their own lives. The school environment is unsafe for teachers and students. And I have

sought up through time to really ignore this issue of safety, saying that the process of education was bad, and that therefore if we concentrated on educating the children, the whole question of disruption and lack of faith in public education would go away. But I think it has reached the point in time where it can no longer be ignored, and I don't think any sane man now who is watching public education in this community can say that we don't have an immediate safety crisis in addition to the equally urgent continuing problem of meeting the educational needs of the District's children.

REP. FRASER: Could we take a moment to distribute copies of your statement. I'd like to welcome Congressman Adams of Washington who has just joined us.

JULIUS HOBSON:

"During the last few weeks news stories have highlighted violence in the D.C. public schools. Increasing disrespect, hostility, physical threats and destruction is a reality. However, unlike city officials and some educators, I cannot advocate punishing young people -- graduating at the rate of over 5,000 a year -- for being unable to function in our society. It seems far more reasonable and right to jail city fathers, School Board Members and school administrators who failed to support the abolition of inequity in public education, the tract system, and special privilege.

The Chairman of the City Council, Mr. Gilbert Hahn, during his long years as a resident of the District never offered to lend his prestige, money or support to helping students read, learn to count or secure sufficient books and resources to find a positive role in society. Now he, and men like him, are offering to help control "violence" in the schools when they failed to indicate any prior interest in the welfare of students. What is the point in locking the barn door after the horse has been stolen? We are too late with too little.

Thousands of students have been destroyed or pushed out by the ruinous educational practices of the District. These students are returning to the only real place they know to vent their hostility and frustrations -- the schools. Many of them are still school age -- but are "push-outs," "drop-outs," or part of the nearly one-third daily "absentee count" -- an indication of the growing malaise of the system.

The "answer" to the problem is not Hahn's City Council oppressiveness like wall-to-wall police at School Board meetings nor is it the Superintendent's suggestion (without plan) of community cooperation. The crisis will not be averted until the following first steps have been taken. Unless these actions are immediately initiated, I can only predict an educational holocaust, a rebellion by the young against the existing inequities and incar-

ceration characterized by increasing student strikes and destruction. Any "answer" is two-fold -- "long-range" and "short-range."

Short-Range Requirements: The District should identify emergency funds. Now you notice I said identify funds because when I come to Congress to testify before a Congressional committee about public school expenditures, my statement is very short. "Don't give them more money to do more of what they are doing."

I can take any line item in the budget of the D.C. Public Schools and destroy it with the very facts upon which it is supposed to be based. No one in the District of Columbia School Administration or on the Board of Education can logically or accurately justify the amount of money spent for public education in the District of Columbia.

I like to blame Congress for anything and everything that is wrong in the District of Columbia, but, I must point out, that in this case the Congress has been very generous to the public schools in terms of money, in fact, too generous. There's never been a cost-analysis study; there's never been an independent audit; there's never been a proper justification for a single line item in the budget of the District of Columbia Public Schools since I have been on the Board of Education.

I have concerned myself with education as an avocation for the last 15 years and I am thoroughly familiar with the inadequacy and downright dishonesty of the present budgetary system. I have broken it down,-- line by line -- gathered the data, studied the data, and presented the data to show specific examples of where it will not hold up. The latest example was my examination of the tuition grant program, where we have thousands of dollars being spent for tuition grants for children going to private schools at public expense. When I studied these budget "lines" I found that the school administration did not know how many children were in special schools, they didn't know what the special schools were designed to do,

and they were spending a total of \$678,000 a year on 302 children in such schools. Some of these schools we know were not designed to deal with children, identified by the D.C. Public Schools as having emotional difficulties.

This was just one line item in the most recent budget and one example. So I am not in favor of asking Congress for any more money for anything, because I think what is wrong with the D.C. Public Schools includes a need for the effective and equitable management of existing funds -- without appropriating new funds to be funneled through the same dishonest and mismanaged system.

"The District should identify emergency funds to:

1. Work with the United States Employment Service in D.C. to establish a special counseling and employment service at each high school. Young people not enrolled at the school should be directed to special counselors. Rather than slamming doors repeatedly in the face of the jobless youth, high school employment and counseling offices should offer continuing services and direction to drop-outs and graduates (similar to college placement offices). Former students should be welcome and assisted with job information, enrollment in city youth programs, and help with special health or welfare needs.
2. Select, train and employ a Hall Patrol Official in every high school, junior high school and designated elementary schools. This person should be employed full-time by the school system to patrol the halls -- providing directions and assistance to students (with hall passes) and adults. Young people not enrolled in the school should be directed for help to the special counseling office. Individuals selected for hall patrol duties should reside in the neighborhood and relate to young people -- they might be retired from other jobs. They should not be armed or uniformed.
3. Force the Justice Department to design an intensive program to combat the illegal drug traffic raging in the city schools rather than concentrating their resources on the persecution of political dissenters. Neither the community nor the local police alone can deal with the highly organized interstate and international aspects of drug traffic."

Now let me just pause here to say that I tried five months ago to find out what was happening in the D. C. Public Schools in terms of drugs. I could take you on any high school campus at 12:00 in the day and you could buy any drug you want. I tried to find out about the sale of drugs by talking to students, I learned little.

In fact, the only time that I have really been warned off a project in the District of Columbia was by anonymous calls suggesting that I "leave drugs alone." I have backed away from investigating drugs because it's a highly organized billion dollar operation. It seems to me that if the Federal Bureau of Investigation can't deal with the illegal sale of drugs to minors, I certainly can't. I consider it a very dangerous practice for any citizen of the District of Columbia to concern himself too closely with the question of drugs on the campus. And if you think this is not a problem, then join me any day at 12:00 noon and knock on any junior or senior high school door, and I assure you that you can easily locate some kind of drug. It is hard for me to believe that the United States Department of Justice is both unaware of the drug traffic and of steps that could be taken to eliminate the sale of drugs now rampant in the school system in the Nation's Capital.

Let me return briefly to the last portion of my written presentation.

"Long-Range Requirements:

1. As I have emphasized during my year on the Board, drastic educational reforms are urgent. To relieve crowding and other problems, the District should immediately investigate and develop plans to convert to a year-round educational system similar to the Atlanta Plan. Work-study employment programs should be scheduled on a year-round basis rather than forced during the summer months.
2. Any young person under the age of 21, should be encouraged to complete his high school education at public expense at evening schools sponsored by the Board of Education. Vocational education must be expanded to all schools rather than crowded into special schools.

Retraining teachers, redistributing decision making, equalizing books and resources, streamlining the budget, and improving administrative techniques are needed to avert an educational disaster. However, as long as "special privilege" remains the modus operandi of the school administration, then tragedy cannot be avoided. Special privilege and unequal treatment have brought us to the brink of disaster and will push us over unless we shift our attitudes and priorities."

I am very much alarmed by the business as usual attitude of the Board of Education. If you know about the history of the development of boards of education then you know that the people who sat on them in their early history were businessmen or anybody, economically independent, who had the time and could donate a couple of hours a month to Board Meetings. The superintendent ran the schools. The schools were small, and the objective was to educate the college-bound and not worry too much about the rest. But around 1960 people started to demand that we educate everybody. Thus, this same crew that was designed to float the Mayflower one day found itself on the deck of the Queen Mary. In other words, the nature of education has changed drastically, but the nature of the Board of Education remain the same.

In the District we have a 150 million dollar corporation with about 18,000 employees, 200 buildings and nearly 150,000 children, and yet lay school board members who know nothing about education, little about children and less about management are trying to run this plant two nights a month from 7:30 until 11:00 P.M. Inherent in this kind of structure and organization is the kind of failure which we are getting. It is a full-time job to even understand one aspect of education such as curriculum planning for example. It is a full-time job to deal with the question of just retiring obsolete books. It's a more than a full-time job just to deal with the budget. I submit to you that this Board of Education functioning within its present framework could not succeed -- even if it were composed of eleven Stokely Carmichaels.

What I am saying is that the failure is inherent in the nature of the School Board and the archaic school administration. The entrenched administration has become little more than a bureaucracy designed to maintain itself. Arthur D. Little stated in a study on the difficulty of representing disadvantaged clientele by

school boards, "School Boards are handled by snowing them with information which is so voluminous as to be unintelligible." This has certainly been the case in the District.

Our schools are destroying our children, and any society which destroys its young cannot survive. We are not preparing our young people to function in an industrialized society. We aren't even preparing them to be functional anywhere. We are destroying hope in the young and they are walking the streets by the thousands. And those of us who speak adamantly about it are charged with sprouting rhetoric, causing disunity and with having no substance.

Middle class educators are disdaining America's traditional institutions such as the United States Court of Appeals; the Congress of the United States, and the Constitution itself. If we do not uphold the United States Constitution and the Courts, if we allow the Board of Education, the city fathers, and the people in high places to flaunt the law and to violate the rights of the poor with immunity -- as the Board of Education is doing in connection with Judge Wright's decision and with federal legislation, -- then it follows that the children are going to be disruptive, disrespectful, and distrustful of adults who talk about law and order. We should require the middle class to abide by the law just as we insist that the poor abide by the law. The Board of Education should be put in jail for its crimes against our children, as surely as any robber of any bank is put in jail for his crime.

I am now engaged in a set of studies of the entire spectrum of quantitative education which I hope to publish soon dealing with many of the line items in the D.C. School Budget. I hope that the study will cause the Congress of the United States to call the D.C. educators on the carpet and to ask them to explain new and continuing needs for federal funds.

Some of the Congressmen from my home State, Alabama, down South, are probably saddled with psychological problems of racism. These Congressmen, however, cannot be underestimated when it comes to their knowledge of the budgetary process. School Board members should make intelligent testimony which would offset racist considerations by Congressmen regarding public education in the Nations Capital.

Thus the crisis in education is a crisis born out of maladministration and coupled with an ignorant Board of Education prevented by design from the possibility of understanding the problems, let alone finding the solutions. Thank you.

REP. KYROS: The other day I went out to Woodrow Wilson High School with which I assume you are familiar, and I spent the morning there and I was impressed by your statement about outsiders in the schools. Teachers told me that they were spending between 50 and 60 percent of their time on security because of outsiders who walk through the hallways and disrupt classes. So I commend some of your suggestions, but how are we going to put them into effect without turning the whole school system over to the police force. You say for example we ought to have individuals selected for hall patrol duty. I know in Maine we don't have this kind of problem. What I want to know is how we can attain adequate security in our schools without turning them into a kind of armed camp.

JULIUS HOBSON: Well in the first place I believe in a positive approach to these young people. I went the other day to Armstrong School and talked with these young men we call "outsiders," who are returning to schools. I got a response because I approached them in a kind of positive way, showing no hostility. Neither did I approach them in an authoritarian way. I approached them rather as one human being to another. I can envision sensitive hall guards who are really there to help young people rather than to arrest them. That is why I said in my paper, no guns and no uniforms. There maybe individual problems which arise in the public schools

which require police action. For example, if a man comes into a school brandishing a .45 -- that's beyond the responsibility of a hall guard. I think that policemen should only be called in temporary emergency situations where people are using weapons against individuals in schools.

The attitude toward students must change in public education. In fact, education is the only industry in the United States, or in the history of mankind that I know of, which holds the consumer responsible for the quality of its product. We say to the child you can't learn because you're Black or because you're poor, or because you don't know who your daddy is, and we really don't charge the teachers with teaching. We have all kinds of excuses. I think our attitudes toward our children have to change.

I know they can change because I came from probably the most backward school system in the country, Birmingham, Alabama in the 30's and there teachers had us thinking that we could all be President of the United States, that we were the sunrise the world was waiting for. Nobody got to the 8th grade without learning how to read. The teachers had completed -- on an average -- less than two years in college. They didn't have all the machines, automatic devices, counselors, urbanologists and sociologists like we have working the D.C. public schools. I think it was the human attitudes of the people in those backward schools which convinced us all that we could learn.

There may be some immediate problems which call for the law but there are surely some long-range problems which call for setting up services for these "outsiders" -- young men and women -- who we have failed, members of the Board of Education, the school administrators, the teachers and all those individuals charged with educating children.

REP. KYROS: What would you put into effect next Monday at Wilson High School so that teachers wouldn't be spending all their time on security so that students

could walk around the halls safely, and go out to athletic contests without being attacked. What would you do specifically?

JULIUS HOBSON: Well, specifically, Monday I would appoint a full time hall patrol official that I spoke of earlier. I would try to select people who are known in the community -- people who would relate to the so-called outsiders coming in, as well as present students. I would call an assembly of principals and teachers and talk to them about how to be human beings and deal with children. I would talk about students' rights, teachers' rights, and the rights of the administration and the Constitution of the United States, which I have been talking about ever since I've been on the Board of Education. I would talk about how we've got to respect each other. There's a lack of respect and concern for children in the public schools and the children know it.

As to the outsiders, as I've said before, if a person comes to school with a gun the only thing I know to do is to call the cops, but the normal problems which don't involve illegal weapons should be handled by school authorities. You see, the school administration is very busy hiring new layers of deputy and duplicate Superintendents when they already have so many. Sometimes I think that the best thing that could happen would be to get these professional educators away from the children, and appoint some community people to deal with the problem.

We do not need another study by some expert proposing another long-range plan for another project funded by a gullible Congress of the United States -- which seems to freely give money hand over foot to any sociologist who can write up a set of jargon which ends in everything except improvement in education.

REP. KYROS: Well, I am not sure that I agree with your last comment. What do you do about the morale of the teachers, how do you solve this problem?

JULIUS HOBSON: I believe in rights for teachers' just like I believe in rights for children. However, it appears that current methods of teaching do not lend themselves to successful education. Children get a lot of information these days, and I think a teacher's job ~~only~~ has really changed into a coaching job. Children sometimes know more about what is going on than the teachers. Rather than standing up before a group of children imparting "facts", maybe we should spend more time coaching them in how to interpret and utilize facts in their daily lives.

I teach a class myself at the American University, many of the students in the class know more than I do, thus we learn from each other while using the community as a laboratory to investigate social problems. Everybody is challenged and it's not a weekly test situation. I think this is one method which could be tried in our public schools.

Dealing effectively with our problems in education is going to require more courage on the part of the School Board, the Congress and the District Building. We now have a Board of Education with little power, a Board that does not use the power which it has, a Board frightened by some of the men in Congress and some of the people in the District Building. Congress of course could remedy this lack of power to deal with problems in education by having home rule in this city.

REP. FRASER: Congressman Ben Rosenthal of New York has joined us, and Congressman Robert Tiernan of Rhode Island.

REP. ADAMS: We on the House District Committee are in a worse position than you are, in terms of having specific information about what should be done. In other words we have simply fought the battle of money -- give a little more money because our children go to these schools. What I want to know is whether you think we should take the school system -- not the administration, I think I agree with you about the

administration, about what goes on now -- should we take the school system and break it into either wards or individual high schools and their feeders, their elementary school, and have it run by the local community, maintaining overall financial support, because individual schools could not maintain themselves financially.

JULIUS HOBSON: Well, some people call that community control, some people call it community involvement. Our position is that it is in the Democratic tradition, at least on paper, to move the question of government closer to the people. The school system has become so large, impersonal and cumbersome until the central administration seems to be failing in trying to run it.

REP. ADAMS: You say that as a question of administration, as a member of the School Board, you can't possibly know what's going on.

JULIUS HOBSON: Under the present system you can't possibly know, as a member of the School Board, whether Board policies are being implemented by the school administration or not. I think if you decentralized and gave the people community control or increased community involvement, it would probably improve education for the children, but there has to be some standardization in terms of curriculum and resources.

May I give you an example of why School Board members cannot know what is going on. I received a chart from the D.C. Public Schools based on a tabulation which I gave them asking for information on all special projects* in public education funded from all sources. This chart shows that we are spending millions of dollars a year on special projects. There are 130 of these experimental projects now funded in the public schools -- more than 30 special reading projects -- and not a single one of

*for the purposes of the report "special projects" included all programs not funded/ conducted on a city-wide basis: If a program did not include all schools in the same category (i.e. Junior High Schools), the program was listed in the report. Programs involving one or more schools (i.e. model schools) but not extended throughout the school system were listed.

Those projects has been meaningfully evaluated. Does it surprise you to know projects funded by the Congress of the United States in the regular budget as well as under the various Federal titles are frequently never evaluated? Do you know that reading scores in the schools where we have special reading projects are declining? Even when we pay as much as \$25,000 a year per Project Director! This is the kind of waste we have in public education.

One hundred and thirty unevaluated experiments using primarily Federal funds but also spending foundation funds and regular budget funds! Until you can get some independent evaluation, until you can get some valid information from the public school administration as to the effectiveness of these programs, a Board member can't possibly make any kind of intelligent decision on budgetary items. We don't even know which projects to expand and which to drop.

No, ladies and gentlemen, School Board members cannot get information on what's happening in public education in D.C., and Congress should stop all funding of special projects and demand some accounting from D.C. school administrators, then we can begin to make the decisions which will contribute to the education of all our children.

REP. ADAMS: What you are going to do will make it difficult for people like me and Congressman Fraser who try to get money for education in the District. We have people in Congress who say we don't want to spend money for education.

JULIUS HOBSON: I know, and I don't intend to make it difficult for you, but we would prefer home rule to manage our own affairs.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
SUPERINTENDENT OF SCHOOLS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

SPECIAL PROJECTS DIVISION

August 7, 1970

MEMORANDUM TO: Betty Holton
Assistant to the Vice Superintendent

FROM: M. Julian West *MJW/pen*
Director, Special Projects Division

SUBJECT: Wright Decree Compliance

Reference is made to your request for information on the amount of additional funding for the Special Projects Division schools. The Adams Community School has received no additional funds in FY70. The Morgan Community School is the recipient of a Follow Through Grant in the amount of \$147,600; total federal support is 57,750 or 74.72%. The adult evening school program is not included since these funds are not for the education of children.

cc: Mr. Koontz

MJW/PEM/cmw

Mr. Hobson



NATIONAL EDUCATION ASSOCIATION • 1201 16th St., N.W., Washington, D C 20036 • (202) 833-4000
HELEN P. BAIN, President
SAM M. LAMBERT, Executive Secretary

August 31, 1970

M E M O R A N D U M

TO: Mr. George Jones, Director, Center for Human Relations

FROM: Sim Taylor *Sim*

Mr. Julius Hobson, Director, Washington Institute for Quality Education, sent the attached publication to me for review. In reading it I felt your office would find it of considerable interest. You also might know of others who would find it of value.

If you care to comment or have suggestions for Mr. Hobson, would you forward them to him at the Institute at:

300 "M" Street, S.W.
Washington, D.C. 20024
Phone: 554-3308

cc: Mr. Julius Hobson

May 26, 1970

MEMORANDUM

TO: Julius W. Hobson, Director
Washington Institute for Quality Education

FROM: Raymond Fauntroy

SUBJECT: Hours Worked as Community Consultant

Tuesday - 5/12/70	4
Wednesday - 5/13/70	2
Friday - 5/15/70	2
Wednesday - 5/20/70	2
Thursday - 5/21/70	4
Friday - 5/22/70	2
Monday - 5/25/70	3
Tuesday - 5/26/70	<u>4</u>
At \$3.00 per hour	28

May 21, 1970

MEMORANDUM

TO: Robert L. Bostick

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

Enclosed is a copy of the proposed chart on permanent teachers in the D. C. elementary schools for 1969. You can make this chart much smaller than usual. If you could get it on a piece of legal size cardboard, that would be large enough. Let me know as soon as you finish.

Enclosure

May 11, 1968

MEMORANDUM

TO: Julius W. Hobson, Director
Washington Institute for Quality Education

Enclosed is a copy of the proposed chart on permanent teachers in the D. C. elementary schools for 1969. You can make this chart much smaller than usual. If you need it in a form to fill in, let me know as soon as you finish.

Enclosure

MEMORANDUM

TO: Harland Randolph, President
Federal City College
Washington, D. C.

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

DATE: May 1, 1970

SUBJECT: The Proposed Study of the Economic and Social Impact of
Federal City College on the District of Columbia

After examining the data available on Federal City College, I am forced to come to the conclusion that they (the data) are not sufficient to measure the impact of the college in the District of Columbia. It is indeed reasonable and probably correct to expect that the college with its course offerings and various expanding fields of technology will have measurable economic and social impact in the city in the long-run. However, the life of the college at present is too short and the data measuring that life are too few to make any really valuable projections.

I have examined the data made available to me by Federal City College and data from other sources and I find that they do not lend themselves to anymore than a hazardous guess about the real impact of the college in the future.

I feel it is in the interest of Federal City College to delay such a study until at least one year of solid data are available.

The size of the student body, the budget information, the number of graduates and perspective graduates this year, etc. are so small that there is no way to measure their potential impact on city life.

As much as I would like to have the \$2000.00 offered me for this study, I do not feel that I could in good faith turn out a document which would do justice to the questions, and which I could stand behind. I will continue to collect data on Federal City College and in the course of three or four months produce a document worthy of the subject.

I, therefore, must return the \$600.00 paid to me initially for this study. I can remain under contract to do the study without the money clause being involved. When it is finished, we could get together on the money. I am indeed grateful to you and the members of your staff for your expressed confidence in my ability to do such a report; but in order to maintain your confidence, I feel that it is only fair to admit that the data now available are insufficient.

I anxiously await your opinion on this matter.

Federal City College

Washington Institute for Quality Education
Julius W. Hobson, Director

FROM:

May 1, 1970

DATE:

SUBJECT: The Proposed Study of the Economic and Social Impact of
Federal City College on the District of Columbia

After examining the data available on Federal City College, I am forced to come to the conclusion that they (the data) are not sufficient to measure the impact of the college in the District of Columbia. It is indeed reasonable and probably correct to expect that the college with its course offerings and various expanding fields of technology will have measurable economic and social impact in the city in the long-run. However, the life of the college at present is too short and the data measuring that life are too few to make any really valuable projections.

I have examined the data made available to me by Federal City College and data from other sources and I find that they do not lend themselves to anyone other than a hazardous guess about the real impact of the college in the future.

I feel it is in the interest of Federal City College to delay such a study until at least one year of solid data are available.

The size of the student body, the budget information, the number of graduates and perspective graduates this year, etc., are so small that there is no way to measure their potential impact on city life.

As much as I would like to have the \$2000.00 offered me for this study, I do not feel that I could in good faith turn out a document which would do justice to the question, and which I could stand behind. I will continue to collect data on Federal City College and in the course of three or four months produce a document worthy of the subject.

I, therefore, must return the \$600.00 paid to me initially for this study. I can remain under contract to do the study without the money clause being involved. When it is finished, we could get together on the money. I am indeed grateful to you and the members of your staff for your expressed confidence in my ability to do such a report; but in order to maintain your confidence, I feel that it is only fair to admit that the data now available are insufficient.

I anxiously await your opinion on this matter.

May 15, 1970

MEMORANDUM

TO: Sharon Grant
FROM: Julius Hobson

Mr. Julius Hobson asked me to read you the following statement: The FBI and the CIA, I am sure, have been through these files very carefully since they are great wire tappers, backshooters, and official blackmailers. I am well aware of the roll that you play in this kind of work. Upon your visit to my office, Thursday, May 14, 1970, I've given you something you can go back and tell the FBI. You know what that is. Please find another set of "subversives" to deal with.

May 15, 1970

MEMORANDUM

TO: Sharon Grant

FROM: Julius Hobson

Mr. Julius Hobson asked me to read you the following statement: The FBI and the CIA, I am sure, have been through these files very carefully since they are great wire tappers, backshooters, and official blackmailers. I am well aware of the toll that you play in this kind of work. Upon your visit to my office, Thursday, May 14, 1970, I've given you something you can go back and tell the FBI. You know what that is. Please find another set of "subversives" to deal with.

May 13, 1970

MEMORANDUM

TO: William Raspberry
Washington Post

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: A Chronology on the Lack of Participation
in Protest Demonstrations in the District of
Columbia by the "Black Community"

In re your column of May 12, I would like to make the following observations about the "black community's" participation in demonstrations in the District of Columbia. In the first place, I think it can be stated that in general, the "black community" in Washington, D. C. has a history of failing to participate on a whole in any kind of demonstration.

I have been running demonstrations in this community since 1957. From 1960 through 1965, I ran over 103 picket lines downtown against an equal number of retail business establishments on the issue of their refusal to hire Black people. At that time, I was chairman of the Washington chapter of Congress of Racial Equality. I found myself many times during those years trapped on a solid white picket line protesting failure to hire Black people and being steadily crossed by Blacks. If I and one or two other Black activists had left the line, it would have been solid white. In every instance, these demonstrations produced the desired results. Over the four-year period, more than 5000 new Black employees were hired by formerly segregated firms.

In 1962 I ran a campaign against the D. C. Transit Company to force them to hire Black bus drivers. Although the Black preachers in this community formed an organization called the Committee for Jobs and Justice which actively opposed my campaign, these same demonstrations resulted in the employment of the first 44 Black bus drivers in the District of Columbia.

May 18, 1962

MEMORANDUM

William Raspberry
Washington Post

TO:

Julius W. Hobson, Director
Washington Institute for Quality Education

FROM:

SUBJECT: A Chronology on the Lack of Participation
in Protest Demonstrations in the District of
Columbia by the "Black Community"

In re your column of May 18, I would like to make the following observations

about the "black community's" participation in demonstrations in the District of
Columbia. In the first place, I think it can be stated that in general, the "black
community" in Washington, D. C. has a history of failing to participate on a whole
in any kind of demonstration.

I have been running demonstrations in this community since 1957. From
1960 through 1962, I ran over 100 picket lines downtown against an equal number of
retail business establishments on the issue of their refusal to hire Black people. At
that time, I was chairman of the Washington chapter of Congress of Racial Equality.
I found myself many times during those years trapped on a solid white picket line
protesting failure to hire Black people and being steadily crossed by Blacks. 161
and one or two other Black activists had left the line, it would have been solid white.
In every instance, these demonstrations produced the desired results. Over the
four-year period, more than 5000 new Black employees were hired by formerly
segregated firms.

In 1962 I ran a campaign against the D. C. Transit Company to force them to
hire Black bus drivers. Although the Black protesters in this community formed an
committee called the "D.C. Transit Company for Black People" and
campaign, these same demonstrations resulted in the employment of the first 44
Black bus drivers in the District of Columbia.

In 1963 I ran a campaign in the State of Maryland to eliminate segregated restaurant services on Route 40. The Washington "black community" failed to participate in that campaign in any significant numbers. The demonstrations were successful.

Again in 1963 I was in charge of communications for the March on Washington led by Martin Luther King. In order to have the walkie-talkie radios manned, I had to rely on White students from the White universities in this community for the simple reason that Howard University refused to produce students to man the communications machinery. As you know if you were in this town in 1963, 75% of the people on the March on Washington were White.

In 1964 I ran a series of picket lines against the private schools in the District of Columbia protesting their refusal to admit Black students. There was a continuing picket line on the Ben Franklin Business School. Many of us at that time went to jail to break down the kind of racism practiced by Strayer, Ben Franklin, and other schools. With the exception of two other Black activists, the whole jail-in group was solid White. Needless to say, the private schools integrated.

In 1964 again, I ran a series of picket lines against real estate establishments such as Cafritz, Calomiris, and Shannon & Luchs for maintaining segregated apartment buildings. At that time the picket lines, again with the exception of three or four Black activists, were solid White. I, among six or seven other Black activists in this community, went to jail five or six times because of live-ins in this campaign. Again the Washington "black community" was absent.

Again, in 1964, I ran a campaign against the five hospitals in this community because of their segregated wards and their refusal to admit Black doctors to practice in their facilities. The jail-in that resulted from this campaign with the exception of the three or four Black activists was solid White; and when I approached the

[illegible]

Black doctors for money to pay the fines for the campaign which resulted in the ending of segregated wards in the hospitals and which also resulted in the rights of Black doctors to attend their patients in these hospitals, they flatly refused. These demonstrations were a success in achieving the goal of integrating hospital policies and practices -- yet most of the "black community" failed to support the protests financially or otherwise.

In 1966 I filed in the United States District Court, the Hobson v. Hansen case. The case cost approximately \$30,000. The "black community" on a whole did not contribute. The Black NAACP and the Black preachers indeed opposed the action. In the initial effort to get lawyers to fight the case, the Black Bar Association and some of the Black law professors refused to participate. The case is now history, the only decision at the appellate level which blocks the President's sanction of de-facto segregation.

I filed the Hobson v. Hansen school case against a primarily Black Board of Education which at that time was and still is engaged in the systematic destruction of Black poor children. It is still primarily Black and it is still engaged in a studied destructive campaign against the Black poor.

In 1969 I filed in the United States District Court a case representing 24 years of protest as a federal employee a charge of job discrimination practiced by the United States Government against Black employees. I am in the process of preparing that case for litigation. At this point in time, in spite of your excellent column, television announcements, and many articles in national magazines, the Black federal employees who cause my phone to ring all night with substantive grievances have failed to come forward as plaintiffs and have failed to contribute to what could become a \$100,000 case. The Black "middle class" in the District of Columbia is, on the whole, a docile, frightened group of people bent upon maintaining their

Black doctors for money to pay the fines for the campaign which resulted in the ending of segregated wards in the hospitals and which also resulted in the rights of Black doctors to attend their patients in these hospitals, they flatly refused. These demonstrations were a success in achieving the goal of integrating hospital policies and practices -- yet most of the "black community" failed to support the protests financially or otherwise.

In 1966 I filed in the United States District Court, the Hobson v. Hansen case. The case cost approximately \$30,000. The "black community" on a whole did not contribute. The Black NAACP and the Black preachers indeed opposed the action. In the Black law professors refused to participate. The case is now history, the only decision at the appellate level which blocks the President's sanction of de-facto segregation.

I filed the Hobson v. Hansen school case against a primarily Black Board of Education which at that time was and still is engaged in the systematic destruction of Black poor children. It is still primarily Black and it is still engaged in a studied destructive campaign against the Black poor.

In 1969 I filed in the United States District Court a case representing 24 years of struggle as a Black man against the government of the District of Columbia. The case is now history. At this point in time, it seems to me that the government of the District of Columbia has failed to come forward as plaintiffs and have failed to contribute to what could be come a \$100,000 case. The Black "middle class" in the District of Columbia is, on the whole, a docile, frightened group of people bent upon maintaining their

personal comforts, rationalizing their cowardice and have never had a history of participating in any social protest on their own behalf.

The Washington Post article of May 10, regarding Black participation in the last peace demonstration, was ridiculous in that it interviewed a Black doctor at Howard University and a Black man on a golf course engaged in what's certainly the most bourgeoisie, decadent game played in the United States. Neither of these individuals have participated in any kind of meaningful protest in their lives.

If Marion Barry, Walter Fauntroy, or Channing Phillips, all of which have long records of participating in successful demonstrations refused to participate, that is a significant act. But these men are not typical.

I have participated in most peace demonstrations in the District of Columbia, if for no other reason than the fact that a disproportionate number of black men are dying in Southeast Asia and are forced to participate in racist destruction of other colored peoples.

I urge the "black community" to reconsider its position in regard to the peace movement. The racists in this country have been and are continuing to slaughter Black people with immunity -- the Panthers, the students in Orangeburg, and now six Blacks in Augusta, Georgia, are more recent examples of this fact. The "white community" hardly bats an eye over these deaths but neither does the Washington "black community". It is imperative that no one be let off the hook on his failure to participate in legitimate protest.

participating in any social protest on their own behalf.

individuals have participated in any kind of meaningful protest in their lives.

that is a significant act. But these men are not typical.

calmed people.

to participate in legitimate protest.

217
June 2, 1970

MEMORANDUM

TO: WIQE Files

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: Teacher Assignment in the District of Columbia Elementary
Schools in the School Year 1965 and the School Year 1969

In my continuing effort to show that the District of Columbia school officials have not implemented the Wright Decree, I have analyzed data on teacher membership in the D. C. public schools as of June 5, 1969, from Dr. Johnson's office.

In 1966 we went to court using 1965 data. We argued that temporary teachers were distributed in the District of Columbia public schools on the basis of the income level of the neighborhood and on the basis of the racial composition of the neighborhood.

In 1965 the District of Columbia school administration described temporary teachers as those teachers who were teaching on temporary jobs, teaching in place of permanent teachers on leave, and as those teachers who had not and could not pass the examination to become permanent. It was estimated, based on 1965 data, that over half of the teachers in D. C. public schools were temporary.

Chart 1 shows the distribution of these teachers by economic level of the neighborhood. The chart shows that in 1965 as the income level of the neighborhood went up the percent of temporary teachers at schools in the neighborhood went down. In the neighborhoods in the \$8,000 to \$8,999 income range only 25% of the teachers were temporary. The \$11,000 to \$11,999 neighborhood showed only 19% of its teachers as temporary.

In the poorer and Blacker neighborhoods where the income was \$3,999 and under as high as 46% of the teachers were temporary. The \$4,000 income neighborhood was worse off with a peak of 47%. This proved in the United States District Court that the school administration practiced economic and racial discrimination in its assignment of teachers.

I asked the District of Columbia public schools for information on temporary teachers for the year 1969 but was told that they had changed the definition of temporary teachers. This proved to be their method of hiding the actual distribution of temporary teachers by income level. However, a report made available by the school administration gives data on percent distribution of permanent teachers in the District of Columbia elementary schools for 1969.

Chart 2 entitled Percent Permanent Teachers by Neighborhood Income Group, 1969, shows that over half of the teachers in the income groups from \$10,000 to \$12,000 and over are permanent. In the community where the income level is \$8,000 to \$8,999 as many as 59% of the teachers are permanent.

As in 1965, the poorer neighborhoods with incomes under \$7,000 had far fewer permanent teachers (less than half). In Anacostia about 41% of the teachers in the elementary schools are permanent in comparison with 55% permanent teachers in the \$12,000 and over community.

June 2, 1967

MEMORANDUM

WIDE RIFE

TO:

John W. Johnson, Director

FROM:

Teacher Assignment in the District of Columbia Elementary Schools in the School Year 1967-68

SUBJECT:

In my continuing effort to bring about the most equitable distribution of teachers and students in the District of Columbia, I have directed the Office of the Director of the District of Columbia Department of Education to study the problem of teacher assignment in the D. C. public schools as of June 2, 1967, from Mr. Johnson's office.

In 1966 we went to court using 1965 data. We argued that temporary teachers were distributed in the District of Columbia public schools on the basis of the income level of the neighborhood and on the basis of the racial composition of the neighborhood.

In 1965 the District of Columbia school administration described temporary teachers as those teachers who were assigned to schools in the District of Columbia on a temporary basis. It was estimated, based on 1965 data, that over half of the teachers in D. C. public schools were temporary.

Chart I shows the distribution of these teachers by economic level of the neighborhood. The chart shows that in 1965 as in 1964, the percentage of temporary teachers at schools in the neighborhood with low income level went down. In the neighborhood with high income level only 2% of the teachers were temporary. The \$11,000 to \$11,999 neighborhood showed only 1% of the teachers as temporary.

In the poorer and Blacker neighborhoods where the income was \$3,000 and below as high as 44% of the teachers were temporary. This shows that the distribution of teachers in the District of Columbia is not equitable.

I would like to know the District of Columbia public schools by neighborhood in 1967. This would show the distribution of teachers in the District of Columbia public schools in 1967. This would show the distribution of teachers in the District of Columbia public schools in 1967. This would show the distribution of teachers in the District of Columbia public schools in 1967.

Chart 2 shows the distribution of teachers by neighborhood in 1967. This would show the distribution of teachers in the District of Columbia public schools in 1967. This would show the distribution of teachers in the District of Columbia public schools in 1967. This would show the distribution of teachers in the District of Columbia public schools in 1967.

As in 1965, the poorest neighborhoods with income level \$3,000 and below have the highest percentage of temporary teachers. In 1965 about 44% of the teachers in the poorest neighborhoods were temporary. In 1967, the percentage of temporary teachers in the poorest neighborhoods was 44%.

June 2, 1970 (continued)

If these averages are correct, they show that the poorer neighborhoods hold far fewer permanent teachers than do the richer neighborhoods. This indicates that the school administration has refused to carry out that part of the court order dealing teacher assignment.

The Finance Officer for the D. C. public schools stated that teacher's salaries account for from 75% to 80% of the average expenditure per pupil. In other words, if teacher's salaries make up that large a proportion of expenditures per pupil, then the pattern of permanent teacher distribution would closely reflect the pattern of money distribution in 1969.

This, therefore, shows a continuing practice of discrimination against the poor and the Black by the school administration. The administration refused to supply 1969 expenditure data. It appears that these 1969 data would show more discrimination against the poor than did the 1968 data, thus explaining their reluctance to release them.

For further information call WIQE - 554-3308.

If these averages are correct, they show that the poorer neighborhoods held far fewer permanent teachers than do the richer neighborhoods. This indicates that the (total) assignment of teachers in 1969 was far from random, and that the teacher assignment was far from random.

The 1969 data for the 100 schools in the 100 poorest neighborhoods shows a distribution of average expenditure per pupil. In other words, if we take a random sample of 100 schools from the 100 poorest neighborhoods, the distribution of average expenditure per pupil would be roughly the same as the distribution in 1969.

This distribution shows a significant variation in expenditure per pupil. It appears that these 1969 data would show more discrimination against the poor than the 1969 data. The explanation for this variation is not clear.

For further information call WICE - 524-3303.

June 18, 1970

MEMORANDUM

TO: The Files

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: The WIQE Booklet Dealing With a Graphic Picture
of the D. C. public schools

I propose that this booklet be designed as a guide for lay groups and individuals, parents' groups, and pressure groups which will enable them to take a graphic picture of the public schools in their communities.

I am fully aware that this booklet will not deal with the question of quality education; however, it will point out a basic inequity and unfairness practiced against the Black and poor in the large center city schools in Washington, D. C.

I believe, after having examined data from a few other city school systems, that the Washington, D. C. picture is typical of other cities.

I propose the following broad outline as the format for the booklet:

1. About WIQE and Its Trustees
2. The Preface
3. Introduction - Operating Budget and Nature of School System
4. Nature of the Board of Education
5. The Teachers - Temporary, Probationary, and Permanent
6. The Children - Track System
7. Dropouts
8. Books Per Pupil
9. Expenditures Per Pupil - Regular
10. Expenditures Per Pupil - Federal
11. Special Projects - Example
12. Reading - Children's Performance

Washington, D. C.

Mr. [Name]

Director, [Organization]

SUBJECT: The WTOP Booklet Dealing With a Graphic Picture

I propose that this booklet be designed as a guide for lay groups and individuals, parents, groups, and pressure groups which will enable them to take a graphic picture of the public schools in their communities.

I am fully aware that this booklet will not deal with the question of quality education; however, it will point out a basic inequality and unfairness practiced against the Black and poor in the large central city schools in Washington, D. C.

I believe, after having examined data from a few other city school systems, that the Washington, D. C. picture is typical of other cities.

I propose the following broad outline as the format for the booklet:

1. About WTOP and its Trustees
2. The Preface
3. Introduction - Operating Budget and Nature of School System
4. Nature of the Board of Education
5. The Teachers - Tenority, Probationary, and Permanent
6. The Children - Track System
7. [Blank]
8. Books Per Pupil
9. Expenditures Per Pupil - Regular
10. Expenditures Per Pupil - Federal
11. Special Projects - Examples
12. Reading - Children's Performance

June 9, 1970

MEMORANDUM

TO: Julius W. Hobson, Director
Washington Institute for Quality Education

FROM: Raymond Fauntroy

SUBJECT: Hours Worked as Community Consultant

Wednesday - May 27, 1970	5
Thursday - May 28, 1970	5
Monday - June 1, 1970	4
Tuesday - June 2, 1970	2
Wednesday - June 3, 1970	5
Thursday - June 4, 1970	5
Friday - June 5, 1970	2
Saturday - June 6, 1970	5
Monday - June 8, 1970	2
Tuesday - June 9, 1970	<u>4</u>
At \$3.00 per hour	39

APPENDIX

Table 1. Summary of the data collected for the study. The data were collected from 100 subjects who participated in the study. The data were collected from 100 subjects who participated in the study.

1	Subject 1	100
2	Subject 2	100
3	Subject 3	100
4	Subject 4	100
5	Subject 5	100
6	Subject 6	100
7	Subject 7	100
8	Subject 8	100
9	Subject 9	100
10	Subject 10	100
11	Subject 11	100
12	Subject 12	100
13	Subject 13	100
14	Subject 14	100
15	Subject 15	100
16	Subject 16	100
17	Subject 17	100
18	Subject 18	100
19	Subject 19	100
20	Subject 20	100
21	Subject 21	100
22	Subject 22	100
23	Subject 23	100
24	Subject 24	100
25	Subject 25	100
26	Subject 26	100
27	Subject 27	100
28	Subject 28	100
29	Subject 29	100
30	Subject 30	100
31	Subject 31	100
32	Subject 32	100
33	Subject 33	100
34	Subject 34	100
35	Subject 35	100
36	Subject 36	100
37	Subject 37	100
38	Subject 38	100
39	Subject 39	100
40	Subject 40	100
41	Subject 41	100
42	Subject 42	100
43	Subject 43	100
44	Subject 44	100
45	Subject 45	100
46	Subject 46	100
47	Subject 47	100
48	Subject 48	100
49	Subject 49	100
50	Subject 50	100
51	Subject 51	100
52	Subject 52	100
53	Subject 53	100
54	Subject 54	100
55	Subject 55	100
56	Subject 56	100
57	Subject 57	100
58	Subject 58	100
59	Subject 59	100
60	Subject 60	100
61	Subject 61	100
62	Subject 62	100
63	Subject 63	100
64	Subject 64	100
65	Subject 65	100
66	Subject 66	100
67	Subject 67	100
68	Subject 68	100
69	Subject 69	100
70	Subject 70	100
71	Subject 71	100
72	Subject 72	100
73	Subject 73	100
74	Subject 74	100
75	Subject 75	100
76	Subject 76	100
77	Subject 77	100
78	Subject 78	100
79	Subject 79	100
80	Subject 80	100
81	Subject 81	100
82	Subject 82	100
83	Subject 83	100
84	Subject 84	100
85	Subject 85	100
86	Subject 86	100
87	Subject 87	100
88	Subject 88	100
89	Subject 89	100
90	Subject 90	100
91	Subject 91	100
92	Subject 92	100
93	Subject 93	100
94	Subject 94	100
95	Subject 95	100
96	Subject 96	100
97	Subject 97	100
98	Subject 98	100
99	Subject 99	100
100	Subject 100	100

June 23, 1970

MEMORANDUM

TO: Julius W. Hobson, Director
Washington Institute for Quality Education

FROM: Raymond Fauntroy

SUBJECT: Hours Worked as Community Consultant

Wednesday - June 17, 1970	5
Thursday - June 18, 1970	5
Monday - June 22, 1970	5
Tuesday - June 23, 1970	<u>5</u>
At \$3.00 per hour	20

MEMORANDUM

TO: Julius W. Robinson, Director
Habitat 66, Inc. (H66)

FROM: Raymond E. Fennell

SUBJECT: Hours Worked as Community Consultant

2	Wednesday - June 17, 1970
2	Thursday - June 18, 1970
2	Monday - June 22, 1970
<u>2</u>	Tuesday - June 23, 1970
20	At \$3.00 per hour

July 13, 1970

MEMORANDUM

TO: Mrs. Dana Little
Washington Bureau of the
New York Times

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: Federal Job Discrimination

Although you stated that you are not as interested in discrimination against women as you are discrimination against Blacks, I thought that a copy of the enclosed statement by Mrs. Daisy B. Fields, before the United States House of Representatives on June 29, 1970, might be of interest to you. Mrs. Fields is President of Federally Employed Women, Inc.

I do not think that we can treat one form of discrimination without treating the other. Women in federal employment are measurably worse off than even Blacks. I would hope that you would find the information presented by Mrs. Fields of interest.

July 13, 1970

Washington Bureau of the
New York Times

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: Federal Job Discrimination

Although you stated that you are not as interested in discrimination against women as you are discrimination against Blacks, I thought that a copy of the enclosed statement by Mrs. Daisy E. Fields, before the United States House of Representatives on June 22, 1970, might be of interest to you. Mrs. Fields is President of Federally Employed Women, Inc.

I do not think that we can treat one form of discrimination without treating the other. Women in federal employment are measurably worse off than even Blacks. I would hope that you would find the information presented by Mrs. Fields of interest.

MEMORANDUM

TO: The Files

FROM: Julius W. Hobson
WIQE, Director

DATE: April 20, 1970

SUBJECT: The Teacher's Union and Its Failure to Build a Data Bank
on the D. C. Public Schools

A letter from the Teacher's Union dated April 16, 1970, failed to answer a pertinent question asked regarding the libraries and the elementary schools of the District of Columbia. It is apparent that the Teacher's Union does not have the necessary staff or maybe know how to collect pertinent data on the public schools.

The Union does not know how many teachers are certified, how many are permanent, how many are temporary or how many are on probation.

The question asked the Union was how many elementary schools have libraries and how many do not have libraries. This information could be gotten by the Union asking its representatives to merely take a look at their schools and answer a simple question, "Do you or do you not have a library?".

This is to suggest to the Teacher's Union that such a data bank be established which would enable them to evaluate some of the resources of public education in the District of Columbia.

①

July 20th, 1970

MEMORANDUM

TO: Dr. Harland Randolph
President
Federal City College
Washington, D. C.

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education
300 M Street, S. W.
Washington, D. C. and
David F. Smith, Fordham University, New York City

SUBJECT: The Present and Future Social and Economic Impact of
Federal City College on the District of Columbia

This memorandum is a bringing together of selected information on the present and projected status of Federal City College. Due to the short life of the school (founded September 1968), there are not enough available data upon which to base more than ^{an} ~~our~~ educated guess about its current and future economic and social impact on the Washington, D. C. community.

Information summarized here, however, can serve as a broad outline for a more indepth study at a future date.

2

FCC: The Students

When Federal City College opened its doors to students in September, 1968, at a temporary location near the United States Capitol, it did so with the assumption that it would eventually change the character of education for most of the college-age students in the District of Columbia. The new institution is unique not only because it is the nation's first urban land grant college but also because it offers its students an opportunity to acquire an education at exceptionally low costs.

Presently there are 4700 full and part-time students enrolled in Federal City College. In addition, the College's Community Education Division has 5000 enrolled in Adult Education Programs.

Of the major private universities serving the city, none offers low-cost higher education to meet the needs of the college-age population in the District of Columbia, which comprises about eight percent of the total citizenry of the city.

Two thirds of the 6000 applicants for the 2000 student spaces available in 1969 at the College applied only to FCC "because of the opportunity it provided for education at a low cost"¹

About 98% of the present student population are residents of the District of Columbia. It is estimated that for some time to come, 80-90% of FCC students will be District residents.¹ The College already serves and hopes to continue to serve a majority of those District residents who attend institutions of higher learning.

¹Parameters for the 1969-1975 Master Plan, Federal City College, September, 1968, Board of Higher Education, p. i-1.

(3)

A 1968 report by the District of Columbia Commissioner's Advisory Council on Higher Education stated that "The new public College will add greatly to the total higher education system in the Washington area, complementing rather than competing with existing institutions." The report discloses that at least 50% of the students at FCC are students who could not otherwise have gone to college.^{2/}

The opening of FCC and the Washington Technical Institute in 1968 precipitated an increase of about 15% in the number of D. C. high school graduates attending institutions of higher learning. The average age of students at the College is twenty-one, indicating that many persons who have been out of high school for years are taking advantage of their first opportunity to obtain a college education.^{3/}

FCC: An Adequate Location

A consortium of architects is now working on a plan for permanent facilities for FCC. Within three years it is hoped that a complex can be built on historic Mt. Vernon Square in downtown Washington to accommodate 8000 students. This would be adjacent to the Shaw Urban Renewal Project. If located there, the College would provide business and educational services to the Shaw area.

A second proposed site at Ft. Lincoln, in the eastern section of the city, is expected to be serving another 8000 students by 1975. College planners envision the need for a third location to handle a projected "multi-university" enrollment of 20,000 within the next twelve years.

^{2/}Commissioner's Advisory Council on Higher Education, Comprehensive Planning Survey for the District of Columbia Institutions of Higher Learning, Washington, D. C., September 1968

^{3/}Questions Most Frequently Asked About Federal City College, Federal City College, 1970.

FCC: Purpose and Directions

FCC was founded on the premise that social problems of the city can and should be met by local institutions of higher learning. To this end, the College sponsors community assistance programs, institutes urban studies, and instills in its students a social consciousness necessary to make them effective urbanologists.

The institution is successful in coordinating and fostering relevant public education from pre-school through college. This is done by the proper utilization of curriculum which results in more effective community programs.

The College also includes its students in planning, administration, and curriculum development.

Degree Offerings and Programs of FCC

The College plans to grant two-year associate in art degrees in urbanology (urban career services), education, nursing and health, and community services. Bachelor of arts degree studies are planned for all fields in the liberal arts and sciences, business science, nursing, and urbanology. The institution will offer Master's degree work in fields such as teacher education, social work, urbanology, recreation, nursing, public health, business, and liberal arts. There are also course offerings in the other social sciences as well as media technology.

FCC has developed several programs which enable students to work for social change in the community while enrolled as candidates for degrees. High school students can take advantage of advanced education at the College. The school offers an "Adopt-a-Family" ~~PROGRAM~~ course in cooperation with several District social service agencies. ~~PROGRAM~~ The objective of this specific ~~COURSE~~ is to use higher education

as a wedge to move the family as a unit into a higher standard of living, ~~It~~ includes finding jobs for members of the families, which allows other members to attend college full-time, providing educational experiences for each member of the family, and establishing resources that the family can use while participating in the program.^{4/}

For those who cannot be enrolled at FCC and perhaps are not high school graduates, there is the Basic Skills Center Program. The school has also established a Division of Community Education that by 1975 expects to be serving approximately 30,000 persons on an individual non-credit basis.

Urban Studies Action Group

The Urban Studies Action Group is probably the College's best operational program in the community. Through its projects citizens can better their health, education, and personal welfare.

The Group informs students about community resources and publishes a booklet designed to aid students who have special social welfare needs.

The students in the program make themselves available to community organizations to explain programs such as medicaid, food stamps, and social security. They also man telephones daily to answer citizen's questions on social and personal problems. These problems include hunger, child care, and medical assistance.

The Urban Services Program

The Urban Services Program, another of FCC's important operations, teaches adults how to improve the lives of their fellow citizens through careers in social service agencies. This program requires education field work for the student, usually as volunteers in local social welfare agencies. Students often gain enough experience through this project to enable them ~~at~~^{upon} graduation to join one of the social welfare agencies in which they served as volunteers.

^{4/} Ibid, p. 1.

Projected Budget and Enrollment

If the rate of increase in the total FCC budget from year to year is maintained, projected estimates below show that by 1975 the college will be serving some 21,000 students with an annual budget of \$46.7 million.

Estimated Budget and Enrollment

<u>Year</u>	<u>Dollars in Millions</u>	<u>Regular Enrollment</u>
1968-69	4.8	2,000
1969-70	10.8	4,700
1970-71	21.4	9,000
1971-72	26.3	12,000
1972-73	32.5	15,000
1973-74	39.5	18,000
1974-75	46.7	21,000

Following
The chart ~~below~~ shows projections of the school's ability to meet the demands of future students in the District of Columbia, ~~if~~ ~~the budget rate of increase is maintained,~~

^{FCC}
Graduates and ~~the~~ Economic Impact

Federal City College which has employed some 724 persons over the last two years, will be graduating increasing numbers of accountants, mathematicians, social scientists, teachers, and other professionals.

Based on present enrollment of the District's two public colleges and no change in the income tax rate, the current student body will pay \$201 million more in taxes during a 40-year period than ^{they would pay} had they been ^{only} high school graduates. This factor, reflected in District taxes, would amount to ^{about} \$38 million. ^{5/}

In the Overall Economic Development Program for the District of Columbia, prepared by the Mayor's Economic Development Committee in 1969, it was stated that the average career earnings of a college graduate is \$452,518 while the earnings of those with four years of high school is \$272,629.

Based on ~~their~~ ^{by the Mayor's Committee} assumptions, a comparison of costs and benefits shows that ~~the~~ D. C. Government's investment in Federal City College is a profitable one. The school contributes to the District of Columbia an assessed general sales tax of 2% on all money spent, and a marginal rate of income taxes of 6% on all earnings. Thus, the District of Columbia Government nets about \$1.72 for every dollar currently invested in Federal City College. ^{5/}

Through the payment of faculty and staff salaries, the purchase of goods and services, the construction of buildings, and the expenditures of students, the college also has a direct effect on income flow in the community. If the trends continue, FCC will become the potent educational economic force in the Nation's capital.

^{NOTE IN AREA}
^{5/} El-Alfi, E. S., Associate Professor, Federal City College,
"Preliminary Outline of Economic Contributions of Federal City
College to D. C. Government", Economics Department FCC, 1969

^{5/} Federal City College

(9)

REFERENCES

Board of Higher Education, Federal City College, Parameters for the 1969-1975 Master Plan, December 1968.

El-Alfi, E. S., "Preliminary Outline of Economic Contributions of Federal City College to D. C. Government", 1969. *Final Report*

American Education - "At Long Last - A Federal City College" by Wayne L. Morse, September, 1968.

Urban Studies Department and Office of Student Records and Research, Federal City College.

M E M O R A N D U M

TO:

FROM: Julius W. Hobson, Director, Washington Institute for Quality Education, 300 M Street, S.W., Washington, D.C. 20024

SUBJ: Funding of WIQE March 1, 1971 through February 28, 1972

Enclosed are documents which make up a formal request for funding of WIQE for another year.

See enclosures.

Budget

Financial Statement

Organizations Receiving & Requesting the WIQE Booklet

Newspaper Clippings

Proposal for Continuation of WIQE

Letters of Praise

Center Forum

The Damned Children

MEMORANDUM

Date:

To: Board of Directors, Cummins Engine Foundation

From: Foundation Staff

Subject: A \$196,315 Grant to a Six-Part Black Educational Program

During the past months, the staff of Cummins Engine Foundation has been engaged in a series of open-ended discussions in an attempt to establish a set of priorities for the foundation.

The staff has determined preliminarily two principal areas of foundation interest: economic development in minority communities and institutional education and its relationship with the black community. It was decided that the area of economic development was a potential long-range program for CEF to develop, but that there were some immediate concepts in education the foundation could begin to explore.

The educational package being presented is an attempt to use part of the limited resources of the foundation to aid independently oriented centers of black education, which are committed to dealing with the realities of the black community as a primary function.

One of the results of the nation's present educational system has been the assumption that the only valid and legitimate standards are those of white consciousness. White consciousness is equated as human consciousness; education is a primary instrument used to instill consciousness.

The educational program presented herein is an approach to provide an alternative to the present form of white-oriented education.

The proposals are hardly adequate in terms of meeting the educational demands of the black community. In a sense, they are a shot-gun approach to the problem, and no single center represents a complete answer. However, the six

proposals together provide a very substantive agenda and direction for the black community.

The budget for the proposals is as follows:

Malcolm X Liberation University	\$34,000
Center for Black Education	33,315
Institute of the Black World	70,000
Nairobi College	20,000
Washington Institute for Quality Education	26,500
FREEDOMWAYS Magazine	<u>12,500</u>
	\$196,315

The details of the proposals follow.

MEMORANDUM

Date:

To: Board of Directors, Cummins Engine Foundation

From: Foundation Staff

Subject: A \$26,500 Grant for the Continuation of the Washington Institute for Quality Education through February 28, 1971

BACKGROUND

The Washington Institute for Quality Education (WIQE) is a District of Columbia non-profit corporation whose purpose is to advance the quality of public education in Washington, D. C., through special programs and action research projects. It was originally funded by the Stern Family Fund.

The objective of WIQE is to create a set of conditions in which resources for public education will be distributed fairly and equitably and in a manner understood by inner-city parents so that they can institute changes.

RATIONALE

It is imperative for the future of public school education that parents be convinced that they can examine understand and improve the schools in their communities. WIQE has been instrumental in introducing basic research techniques to scrutinize inner-city schools, and which can be utilized by center-city citizens, members of boards of education and other non-professional educators so that they themselves can examine and understand their schools.

Funding of this proposal would provide the Institute with the resources to complete the collection, evaluation and analysis of quantitative data on education in the District of Columbia public schools. The Institute also aids parents to produce similar surveys in other US cities.

This proposal would also provide very important resources and a corridor to aid the Center for Black Education, Institute of the Black World, Nairobi College and Malcolm X Liberation University in providing the sort of analysis to re-energize public education in America.

BUDGET

The grant would cover printing costs (estimated at \$5,000), travel (estimated at \$2,500) and the research and staff time of four FREEDOMWAYS scholars over a six-month period.

June 22, 1970

MEMORANDUM

TO: James E. Coates, Member - D. C. Board of Education
Chairman of the Committee on Selection of the Superintendent

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: The Recommendation That I Be Considered As a Possible Candidate
for the Position of Superintendent of the D. C. Public Schools

In response to your letter of June 15, 1970, I wish to inform the Committee that only under the following set of conditions would I accept the superintendency of the D. C. public schools.

My interest in the job is directly dependent upon my right as Superintendent to remove from active positions certain members of the D. C. school administration. Since it is impossible to fire school administrators in the District of Columbia because of tenure granted by Congress, I would propose that such tired veteran bureaucrats be immediately removed from policy-making positions affecting children in this community and be assigned to a special office to spend their remaining time until retirement doodling, if necessary.

A few examples of these unproductive bureaucrats include Mr. Granville Woodson, Assistant Superintendent, Buildings and Grounds, Mr. Woodson has spent many years attempting to govern and control the public schools through construction. He is the architect of one of the most backward school construction programs in public education. Another example is Mr. John D. Koontz, Assistant Superintendent, Division of Administration Services.

June 22, 1970

Page Two

In 1967 during the litigation of the Hobson v. Hansen school case, Mr. Koontz testified under oath that he directed others to, or that he did himself, draw school boundaries in order to allow White children to escape having to go to schools with Black children.

Mrs. Dorothy Johnson, Assistant Superintendent of Elementary Schools, is another example. She has arbitrarily circumvented every effort to improve these schools and stands as a stumbling block particularly to Black children in their efforts to acquire what is their constitutional right, a decent primary education. Mrs. Marguerite C. Selden, Assistant Superintendent of Public Schools for Continuing Education and Urban Service Corps, has used her office to promote her personal opportunity to associate with socially prominent wives of unelected officials to collect old clothes (good enough for Black children!) and to perpetuate the myth that ghetto youths can be taught to read by suburban housewives who need only devote an hour a day to this worthy cause. Her cooperation with the White House resulting in many press photographs of the President's daughter tutoring Black children is especially reprehensible, particularly in light of Tricia Nixon's letter to Governor Maddox congratulating him for beating Black people over the head with axe handles.

As Superintendent I would try to remove from the school administration the retired Pentagon types (professional soldiers). There are too many trained killers with military minds working in public education in the District of Columbia, who by their very profession are not taught to think. These graduates of the death factory should be as Plato observed

In 1967 during the litigation of the Hobson v. Hansen school case, Mr.

Moore testified under oath that he directed others to, or that he did

himself, draw school boundaries in order to allow White children to escape

having to go to schools with Black children.

...

is another example. This has arbitrarily circumvented every effort to im-

prove these schools and stands as a stumbling block particularly to Black

children in their efforts to secure what is their constitutional right.

...

independent of public schools for continuing education and Urban Services

Corporation, has used her office to promote her personal opportunity to associ-

ate with socially prominent wives of unselected officials to collect old

clothes (good enough for Black children) and to perpetuate the myth that

ghetto youths can be taught to read by suburban housewives who need only

devote an hour a day to this worthy cause. Her cooperation with the White

House resulting in many press photographs of the President's daughter

...

of Richard Nixon's letter to Governor Rockefeller congratulating him for passing

...

As Superintendent I would say to remove from the school administration

...

trained killers with military minds working in public education in the

District of Columbia, who by their very professionalism are not taught to

think. These graduates of the death factory should be as close observed

June 22, 1970

Page Three

in his Republic separated from the rest of the population, particularly from Black children. They are probably accepting salaries in violation of the dual compensation act. I would also completely divorce the educational process in the District of Columbia public schools from the police.

As Superintendent, I would demand the right to implement an immediate cost analysis study of D. C. public school finances.

In this connection, the Congress of the United States, without required accounting, has been more than generous to the D. C. public schools in terms of appropriations. Over the last five-year period, the school administration has received from the Congress of the United States 93.5% of all funds requested for the operating budget. Congress has increased the money appropriated for the operating budget by 62.5% since the school year 1965-66, a larger budgetary increase over a five-year period than any other city school system in the country has received. Recent studies indicate that the children have not benefited. Where has the money been spent --- to hire more deputy and duplicate superintendents.

As Superintendent, I would require that the Board of Education acquire legal information setting forth its statutory policy-making functions, and that the Board confine itself to these functions; while the day to day administration of the public schools remain entirely in the hands of the superintendent and his staff.

intendent and his staff.

ministration of the public schools remain entirely in the hands of the superintendent

legal information setting forth its statutory policy-making functions, and

As Superintendent, I would require that the Board of Education acquire

deputy and duplicate superintendents.

ren have not benefited. Where has the money been spent --- to hire more

system in the country has received. Recent studies indicate that the child-

larger budgetary increase over a five-year period than any other city school

related for the operating budget by 62.5% since the school year 1965-66, a

tion has received from the Congress of the United States 93.5% of all funds

of appropriations. Over the last five-year period, the school administrator-

accounting, has been more than generous to the D. C. public schools in terms

In this connection, the Congress of the United States, without requiring

As Superintendent, I would demand the right to implement an immediate

optional process in the District of Columbia public schools from the police.

of the dual compensation act. I would also completely divorce the edu-

from Black children. They are probably accepting salaries in violation

June 22, 1970

Page Three

in his Republic be separated from the rest of the population, particularly from Black children. They are probably accepting salaries in violation of the dual compensation act. I would also completely divorce the educational process in the District of Columbia public schools from the police.

As Superintendent I would demand the right to implement an immediate cost analysis study of D. C. public school finances.

In this connection, the Congress of the United States, without required accounting, has been more than generous to the D. C. public schools in terms of appropriations. Over the last five-year period, the school administration has received from the Congress of the United States 93.5% of all funds requested for the operating budget. Congress has increased the money appropriated for the operating budget by 62.5% since the school year 1965-66, a larger budgetary increase over a five-year period than any other city school system in the country has received. Recent studies indicate that the children have not benefited. Where has the money been spent --- to hire more deputy and duplicate superintendents.

As Superintendent, I would require that the Board of Education acquire legal information setting forth its statutory policy-making functions, and and that the Board confine itself to these functions; while the day to day administration of the public schools remain entirely in the hands of the superintendent and his staff.

in his capacity be separated from the rest of the population, particularly from Black children. They are probably accepting salaries in violation of the dual compensation act. I would also completely divorce the educational process in the District of Columbia public schools from the police.

As Superintendent I would demand the right to implement an immediate

cost analysis study of D. C. public school finances.

In this connection, the Congress of the United States, without requiring accounting, has been more than generous to the D. C. public schools in terms of appropriations. Over the last five-year period, the school administration has received from the Congress of the United States 28.7% of all funds requested for the operating budget. Congress has increased the money appropriated for the operating budget by 61.5% since the school year 1965-66, a larger budgetary increase over a five-year period than any other city school system in the country has received. Recent studies indicate that the children have not benefited. Where has the money been spent --- to hire more

As Superintendent, I would require that the Board of Education receive legal information setting forth its statutory policy-making functions, and that the Board confine itself to these functions; while the day to day administration of the public schools remain entirely in the hands of the superintendent and his staff.

June 22, 1970

Page Four

In addition to streamlining the administrative structure, as Superintendent I would hold the principals and teachers directly responsible for the children's learning. Education is the only industry in the history of this country which holds the consumers (the children) responsible for the quality of the product. I would raise standards for teaching performance and require closer supervision during the probationary period to eliminate teachers unqualified or unable to cope with today's youth. I would see that young teachers, Black and White, who enter public schools with energy and concern and love for children are not driven out by the tired, old men and women who are primarily concerned with peace in the classroom until they retire.

As superintendent I would demand the right to cut out the bonanzas now available to the urbanologists, sociologists, psychologists, and self-styled experts on Black children. Although I recognize the importance of educational experiments, they cannot be justified when perpetuated as special privilege at the expense of the majority of children. First we should build vocational components and work study programs into every high and junior high school --- we have long recognized this need but continue to spend huge funds on projects with minimal value.

I have engaged in systematic and continuing research in the area of public education in the District of Columbia during the last decade. As Superintendent, I would require that the administration develop and make available to the public an annual report on the progress of all schools.

June 22, 1970

Page Five

Such data will allow citizens to analyze, evaluate, agitate, and push in an informed manner rather than in anger and frustration because of inconsistent or inadequate facts.

I would also require the publication periodically of consolidated information on the availability of specialized benefits. There are many programs such as Tuition Grant Programs, Insurance Programs, and others which parents do not take advantage of because the school administration and Board have not made an effort to inform the public about them. All activities and information concerning the public schools are public information and should be made available to the public.

If I were Superintendent, it would have to be understood that the education of the children would always come first in my priorities. And I would expect the same priority from the 18,000 employees of the system.

As far as I am concerned, and as far as anyone with a streak of human kindness is concerned, all children should be considered educable. If I were Superintendent of the public schools, the teachers of the public schools would work toward a zero reject system. Public education was not established for the comfort and convenience of adults.

In terms of the relationship with Congress, as the Superintendent of the public schools, I believe it would be necessary to deal firmly and precisely with the racist Congressmen in both the Senate and the House in order to successfully serve the people in this community.

Such data will allow citizens to analyze, evaluate, agitate, and push in an informed manner rather than in anger and frustration because of inconsistent or inadequate facts.

I would also require the publication periodically of consolidated information on the availability of specialized services. There are many programs such as Tuition Grant Programs, Insurance Programs, and others which parents do not take advantage of because the school administration and Board have not made an effort to inform the public about them. All activities and information concerning the public schools are public information and should be made available to the public.

If I were Superintendent, it would have to be understood that the education of the children would always come first in my position. And I would expect the same priority from the 18,000 employees of the system. As far as I am concerned, and as far as anyone with a streak of human kindness is concerned, all children should be considered educable. If I were Superintendent of the public schools, the teachers of the public schools would work toward a zero reject system. Public education was not established for the comfort and convenience of adults.

In terms of the relationship with Congress, as the Superintendent of the public schools, I would like to see the House and the Senate in close relationship with the public schools. I would like to see the House and the Senate in close relationship with the public schools.

June 22, 1970

Page Six

In terms of my qualifications for the job, I have concerned myself with public education for the last decade. During that time I served as a member of the School Board and the first elected local public official in the District of Columbia in this century. Some of the events leading to the election include:

In 1957, 1958, and 1959, I was vice president of the District of Columbia Federation of Civic Associations and Chairman of its Committee on Employment and Education.

In 1958 and 1959, I was a member of the Executive Committee of the NAACP D. C. Branch, and Chairman of its Committee on Education and Employment. While chairman of that Committee, I was a member of the research team which published a book entitled "Democracy and the D. C. Public Schools", authored by Dr. Ellis O. Knox. In fact, I wrote the chapter in that book which deals with the school administration.

In 1964 I co-authored with Dr. John Sessions a paper entitled "The CORE-ADA Paper on the D. C. Public Schools". That paper was a study of economic and racial discrimination via the vehicles of the distribution of money and the track system in the D. C. public schools.

In 1964, I was a member of the Superintendent's Advisory Committee on the Budget. I submitted the findings of the CORE-ADA paper to the Superintendent and his staff. Upon finding that the Superintendent ignored the paper, I resigned from the Committee and proposed a school boycott by the children in this community. The boycott failed.

In terms of my qualifications for the job, I have concerned myself with public education for the last decade. During that time I served as a member of the School Board and the first elected local public official in the District of Columbia in this century. Some of the events leading to the election included:

Columbia Federation of Civic Associations and Chairman of the Committee on Employment and Education.

In 1952 and 1953, I was a member of the Executive Committee of the NAACP D. C. Branch, and Chairman of its Committee on Education and Employment. While Chairman of that Committee, I was a member of the research team which published a book entitled "Democracy and the D. C. Public Schools", authored by Dr. Ellis O. Knox. In fact, I wrote the chapter in that book which deals with the school administration.

In 1968 I co-authored with Dr. John Sessions a paper entitled "The CORE-ADA Paper on the D. C. Public Schools". That paper was a study of economic and racial discrimination via the vehicles of the distribution of money and the track system in the D. C. public schools.

In 1964, I was a member of the Superintendent's Advisory Committee on the Budget. I submitted the findings of the CORE-ADA paper to the

Board of Education. The Board of Education, in turn, referred the paper to the Committee on the Budget. I resigned from the Committee and proposed a school board by the children in this community. The

June 22, 1970

Page Seven

In the late summer I petitioned the U. S. House of Representatives' Education and Labor Committee to hold hearings on D. C. Public Schools. Committee Print (Task Force Study of the Public School System in D. C., June 1966) condemned racial discrimination in D. C. schools.

In 1965 on July 19, I and three other members of ACT seized the Board of Education and charged it with the systematic destruction of Black children, whereupon I was arrested, tried, and convicted, and fined \$50.00. The case aroused community interest in public school problems.

In 1966 I used the CORE-ADA research as the basis of evidence that was filed in the United States District Court before Judge J. Skelley Wright. The research in this particular case lead to a decision by Judge Wright which declared the track system used at that time in the D. C. public schools unconstitutional. The decision also declared that the mal-distribution of resources such as books, money, and teachers was unconstitutional, and that the school administration and Board of Education should cease to allow inequities in expenditures per pupil, in the assignment of temporary and permanent teachers, in the distribution of books and supplies, and in the utilization of special projects. If I was Superintendent of the D. C. public schools, I would see that the school administration implemented this decree to the letter.

In the late summer I petitioned the U. S. House of Representatives, Education and Labor Committee to hold hearings on D. C. Public Schools. Committee Report (Task Force Study of the Public School System in D. C., June 1965) condemned racial discrimination in D. C. schools.

In 1965 on July 19, I and three other members of ACT seized the Board of Education and charged it with the systematic destruction of Black children, whenupon I was arrested, tried, and convicted, and fined \$50.00. The case aroused community interest in public school problems. In 1966 I used the CORE-ADA research as the basis of evidence that was filed in the United States District Court before Judge J. Skelley Wright. The research in this particular case led to a decision by Judge Wright which declared the track system used at that time in the D. C. public schools unconstitutional. The decision also declared that the mis-allocation of resources such as books, money, and teachers was unconstitutional, and that the school administration and Board of Education should cease to allow inequities in expenditures per pupil, in the assignment of temporary and permanent teachers, in the distribution of books and supplies, and in the utilization of special projects. If I was Superintendent of the D. C. public schools, I would see that the school administration implemented this decree to the letter.

June 22, 1970

Page Eight

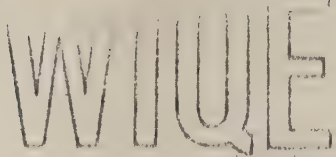
In 1966 I also filed in the United States District Court a motion charging the Judges of the United States District Court with engaging in the unconstitutional act of appointing the Board of Education. I lost with a split decision in the United States Court of Appeals, whereupon I appealed the decision to the United States Supreme Court. In order to avoid a finding on my behalf, the United States Congress enacted a law resulting in the powerless Board we now have.

Incidentally, I am a professor at the American University.

Incidentally, I am a professor at the American University.

resulting in the powerless Board we now have.

appealed the decision to the United States Supreme Court. In order to
with a split decision in the United States Court of Appeals, whereupon I
the unconstitutional act of appointing the Board of Education. I lost



WASHINGTON INSTITUTE FOR QUALITY EDUCATION

300 M STREET, S. W. • WASHINGTON, D. C. 20024

TELEPHONE (202) 554-3308

March 19, 1971

M E M O R A N D U M

TO : Jim Joseph, Director, Cummins Engine Foundation, 301 Washington Street, Columbus, Indiana 47201

FROM: Julius W. Hobson, Acting Director, Washington Institute for Quality Education, 300 M St., S.W., Washington, D.C. 20024

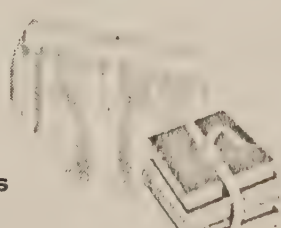
SUBJ: Funding of WIQE from March 1, 1971 through February 28, 1972.

We appreciate your consideration of an emergency grant to the Washington Institute for Quality Education to continue our organization until we can be considered for full funding by the Board of Directors of the Cummins Engine Foundation.

As I stated to you in our conversation of March 18, we are in the process of preparing three new publications in our series, all of which have been researched. The first in the series is entitled The Damned Information. This is a summary of Federal and State access statutes. The second and third in the series are entitled The Damned Teachers and The Damned Administrators. All of these publications have to do with public education.

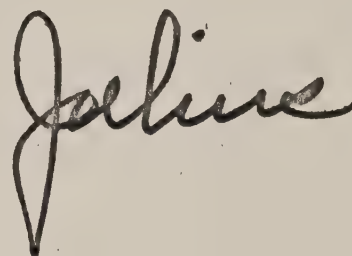
The Damned Information was necessary at this point because of the problems we ran into in Dayton, Ohio, San Francisco, California and Trenton, New Jersey where public officials alleged that information of a nature published in The Damned Children was either not available or confidential. We feel that a citation of the state access statutes will be beneficial to lay groups throughout the country and will enable them to acquire the needed data to examine their public schools as we have done in the District of Columbia.

We have sent to you a detailed proposal regarding our total budgetary needs. However, attached is another copy of our proposed budget. If we could get at least \$10,000 emergency funds we feel that we could pay for the publication of, at least, two other booklets in the series. We would also like to publish a study we have just completed for the Federal City College in Washington, D.C. entitled The Economic and Social Impact of Federal City College on the District of Columbia.



We would appreciate your earliest possible consideration on this, as we are pressed for funds and time, and would like to engage our artists and printers in order to maintain the high quality of work presented in The Damned Children.

Special thanks to you Jim for entertaining our requests.

A handwritten signature in cursive script, appearing to read "Julie". The signature is written in dark ink and is positioned to the right of the typed text.

Enclosures

cc: Ivanhoe Donaldson

Estimated Budget for Continuation of
A Factual Survey of Public Education
in the District of Columbia and Other Cities
March 1, 1971 Through February 28, 1972

A. Project Director, annual salary		\$17,500
B. Project Secretary & Administrative Assistant, annual salary		8,000
C. Project Statistician & Graphic Artist, annual salary		9,000
D. Legal Expenses:		
1. Legal Consultant	\$2,000*	
2. Printing & Binding	<u>2,400</u>	4,400
E. Office Expenses:		
1. Rent	3,600	
2. Telephone	1,600	
3. Duplicating services	1,000	
4. Furniture & Supplies	1,500	
5. Postage - Mailing	1,100	
6. Miscellaneous	<u>500</u>	9,300
F. Travel		<u>2,800</u>
		\$51,000

*This includes fees for outside consultants

Mr. Hoffmann

MEMORANDUM

TO: James A. Joseph, Executive Director, Cummins Engine Foundation

FROM: Julius W. Hobson, Director, Washington Institute for Quality Education

SUBJECT: WIQE Funding and Our Latest Publication, THE DAMNED INFORMATION

DATE: July 7, 1971

We are grateful to you for your aid in getting out the enclosed book, entitled THE DAMNED INFORMATION. There is a great demand for the book already, as we have polled many law schools throughout the country that have agreed to buy copies. Public interest law firms and other welfare law groups have also expressed great interest. We are happy about what appears to be a successful first try in this area.

The enclosed newspaper review has also caused quite a stir in Washington and is creating a demand for the book in this city. Our big problem now is to be able to finance the mailing of the book, of which we have had printed some 5,000 copies. We are pressed as well to keep WIQE going for the summer, pending what we hope will be a larger grant.

Enclosed is also a copy of our latest financial statement, plus I have included copies of the bills incurred in finishing THE DAMNED INFORMATION. Our other books in this series are ready for the press. It simply remains to get the finances to pay for the art work, the printing, and the paper. We have some outstanding bills which have to be paid as a result of doing this publication and doing the basic research and spade work on the others.

We are in need of any grant that we might get in order to pay the salaries and the research help involved and to finish the other books in the series. We can finish these publications as is, but we do not have the money to have

them published. We are most interested in funds for distribution and for mailing, which would give us a return on THE DAMNED INFORMATION. If we cannot obtain a grant, maybe Cummins Engine has a loan policy under which we could borrow funds, pending the sales of these books. We are thoroughly convinced that they are salable.

I have, in addition, enclosed copies of bills which were incurred in the making of this book. The \$6,000 deficit represents some of the money owed on this book. Most of it, however, is for machinery such as typewriter rental, Xerox rental, etc. We also have money out of the \$10,000 grant recently received from you to pay most, if not all, of the cost of THE DAMNED INFORMATION.

We are anxious to hear from you on this. If it is necessary for me to come to Indiana to discuss it with you, I will be glad to do so. You already have a copy of our proposal for the 1971 budget.

JWH:clt

enclosures

MEMORANDUM

TO: The District of Columbia Board of Education, Washington, D. C.

FROM: Julius W. Hobson, Plaintiff, Hobson v. Hansen

SUBJECT: The School Administration's Compliance Report in the Hobson v. Hansen Case Submitted to the United States District Court on Friday, October 1, 1971

On October 1, 1971, the D. C. Board of Education and/or school administration submitted to the United States District Court a report which purported to show that the school administration had carried out the court's order to equalize expenditures per pupil in the D. C. public schools within 5 percent of the city-wide average based on teachers' salaries. An examination of that report in part by the plaintiffs clearly shows that this task at this point in time has not been accomplished.

In an order dated May 25, 1971, Judge J. Skelly Wright, sitting in the United States District Court of the District of Columbia, decreed that on and after October 1, 1971, per pupil expenditures for all teachers' salaries and benefits should be equalized within 5 percent of the city-wide average. The court ordered the school administration to report to the court by October 1 of each year thereafter and to furnish to the plaintiffs all data supplied to the court. The judge maintained jurisdiction in the case, thus assuring continued surveillance.

I am appearing here tonight by request of the Board of Education to discuss in general and to document in particular some of my claims that the report does not comply with the court order. The document itself has so many errors in arithmetic that even if the data in it were accurate, the report still would not comply with the court decree. I do not intend to go into great detail before the board but merely to cite some examples of the failure of the school administration and its counsel to comply with the judgement. Some examples of the inaccuracies, without even questioning the data in the report, are as follow:

1. The school administration reported that it was dealing with 136 schools, when, in reality, it was dealing with only 135 schools. I was assured in a telephone conversation with the office of Dr. Dorothy Johnson on January 31, that one school, Ketcham Annex, located at 16th and Butler, was never opened in this school year. It was reported to the court, however, that this school did exist and that it contained 297 pupils and 16 teachers, spending \$152,348 for teachers' salaries. Since we are discussing the city-wide average expenditure based on total teachers' salaries, this makes the city-wide average reported to the court of \$522 per child incorrect. The average is actually \$519. Consequently, all calculations in terms of deviation from the city-wide average of \$522 are incorrect.

2. The administration reported a pupil-teacher ratio by school for 136 schools including the nonexistent school called Ketcham Annex. Of these ratios, all except 12 were incorrectly computed. This places the school administration in a position of either lying to the court outright or engaging in arithmetical stupidity.

3. Using the school administration's figures again, it was found that there are some schools that have expenditures equalling considerably more or less than the city-wide average. Examples of these are Plummer, for which the administration reported the average expenditure per pupil as \$542. It is really \$323. Thus, Plummer expenditures are 60.7 percent below the city-wide average. Randle Highlands has an expenditure per pupil of \$556, instead of the \$518 reported to the court. It is therefore 7.5 percent above the city-wide average. Smothers has an actual expenditure per pupil based on the school administration's figures of \$678 per child. The school administration reported to the court that it was \$502 per child. Smothers thereby gets 30.6 percent more money per pupil than the city-wide average. Bancroft stands at \$600 per child or some 15.6 percent above the city-wide average. Maury has an average expenditure per pupil of \$164 per child. The administration reported to the court that the expenditure per pupil at Maury was \$538, while it computed out at \$164 or 216 percent less per child than the city-wide average of \$519.

4. The school administration alleges that the figures put in at the court on the number of teachers were projected figures. The data put into the court as far as the plaintiffs are concerned were as of September 28, 1971. At that time, the court was told that there were 3,548 teachers in the regular elementary schools of the District of Columbia affected by the Wright decree; however, a D. C. public school document entitled Elementary School Teachers by Grade showed that as of October 21, 1971 (one month later), only 3,024 teachers were affected by the Wright decree. This represented an overstatement to the court of the number of teachers by 524, more than 17 percent. When the total amount of money spent on teachers' salaries depends upon the actual number of teachers, it becomes apparent that the total amount of money reported to the court for teachers' salaries (about 42,000,000) is incorrect. According to my computation adjusting for the overstatement of teachers, the amount of money is really closer to 37,300,000. Based on the errors in the administration's report to the court, I say that the average expenditure per pupil in the District of Columbia is not \$522 or \$519, but about \$465 per child.

Using these corrected computations, which I intend to put into court, one arrives at the conclusion that over one-half of the schools in the District of Columbia are operating at expenditures per pupil based on teachers' salaries that are much more than 5 percent above or below the city-wide average.

5. I have not completed my computations and am therefore not ready to say exactly how many outright errors appear in this report to the court; but, upon completion of my computations, I will submit a documented copy of my claims to the Board of Education at the same time that I submit it to the United States District Court. I have been forced into making these computations because the school administration, in violation of the court decree, has refused to give me the actual data. In a letter to the Corporation Counsel, dated December 8, 1971, my attorney requested from the school administration certain data - among other items, a document showing data on total regular teacher expenditures at each District of Columbia elementary school as of a date after October 1, 1971, calculated in the same way as the comparable date in Table A4 of Appendix A to the October 1, 1971, compliance report. These data were denied me by the Corporation Counsel.

In a letter dated January 11, 1972, to my attorneys, the Corporation Counsel, in its usual inept fashion, said that the Hobson v. Hansen case is not presently at issue, and, therefore, I am not entitled to conduct discovery under the Federal Rules of Civil Procedure absent and order of court granting me that right. This is bad legal counsel. The judge returned jurisdiction in the case. The court did not order the schools to equalize expenditures at one point in time, but for all times, every day, all day. My attorneys assure me that we are entitled to these data. We will get the data either on a voluntary basis or by putting our calculations in court informing the judge that this is the best that we can do, since we have been denied access to public documents, which under any circumstances are a matter of public business. The Corporation Counsel on behalf of the school administration has really thus stated that, "We have the data, but we are not going to give it to you."

The Hobson v. Hansen case was filed in 1966, and six years later, after a cost of approximately \$83,000, the school administration, under three different superintendents - Manning, Henley, and now Scott - has not seen fit to comply in good faith with the court decree. The plaintiffs in the case cannot help but believe that this administration is not capable of complying with the court order or of running the public schools equitably under the Fourteenth Amendment of the Constitution of the United States.

Even if there were not numerous arithmetical errors in the school administration's document to the court, it would still not be in compliance. It has never been clear - and the school administration did not make it clear to the court or the plaintiffs - at what budget level they are operating. The administration reported to the court that total expenditures for teachers' salaries were equal to about \$42,000,000 for elementary teachers. The real expenditure is closer to \$37,000,000. Thus, all of the calculations based on the administration's expenditures are incorrect.

The superintendent has recently stated that he is not sure of how much money is being spent or how many employees are working for the District of Columbia public schools; yet, he represented to the court over his signature a document which had this precise information. Obviously, at one point, somebody is not telling the truth. The plaintiffs in the Hobson v. Hansen case then have no choice but to litigate the questions of the number of teachers, of the number of employees, and of the amount of money spent by the D. C. public schools. Without these data there is no way to tell what the real picture is in public education in this city.

The budget level, the budget deficit, the number of teachers, the number of children, the number of school administrators, and, yes, even the number of elementary schools are necessary in order to make intelligent and accurate representation to the court regarding compliance.

The plaintiffs in the Hobson v. Hansen case are not wealthy and do not relish litigation for the sake of litigation. Returning to court is indeed costly, but we have no choice when we know that the children of this city up to now have been consigned to the social and economic junk heap by the public school system. Our need to return to court is further enforced by the paragraph in a letter written by the Corporation Counsel, dated January 11, 1972, in which the counsel states:

The Superintendent has issued no written guidelines to his assistants who are charged with responsibility for monitoring compliance. However, the school system has received a two-part volume from its computer consultants with comprehensive recommendations on monitoring procedures and technical information for computer programming of the compliance plan. No decision has yet been made as to whether all the recommendations will be followed. The school system has only a limited number of these reports, but will, upon request, make a copy available to your clients for copying.

The plaintiffs are thereby led to believe that, not only are the schools not in compliance, but also that the superintendent and the school administration which he heads have made no preparations to comply.

We, therefore, have every intention of asking the court to appoint a master to take the D. C. public school system into receivership and to run them to the mutual benefit of every school child. We also think that the school superintendent and all others responsible for this misleading report to the court should be held in contempt and, after due process, penalized.

In closing, I would like to make one final observation. Whoever the computer technicians were that did this report for the public schools, they should be dismissed from their function. Their arithmetical errors in the report attest to their lack of competence and care in this matter. The Corporation Counsel's letter of January 11, 1972, refers to "a two-part volume from its computer consultants with comprehensive recommendations

MEMORANDUM

TO: The District of Columbia Board of Education, Washington, D. C.

FROM: Julius W. Hobson, Plaintiff, Hobson v. Hansen

SUBJECT: The School Administration's Compliance Report in the Hobson v. Hansen Case Submitted to the United States District Court on Friday, October 1, 1971

On October 1, 1971, the D. C. Board of Education and/or school administration submitted to the United States District Court a report which purported to show that the school administration had carried out the court's order to equalize expenditures per pupil in the D. C. public schools within 5 percent of the city-wide average based on teachers' salaries. An examination of that report in part by the plaintiffs clearly shows that this task at this point in time has not been accomplished.

In an order dated May 25, 1971, Judge J. Skelly Wright, sitting in the United States District Court of the District of Columbia, decreed that on and after October 1, 1971, per pupil expenditures for all teachers' salaries and benefits should be equalized within 5 percent of the city-wide average. The court ordered the school administration to report to the court by October 1 of each year thereafter and to furnish to the plaintiffs all data supplied to the court. The judge maintained jurisdiction in the case, thus assuring continued surveillance.

I am appearing here tonight by request of the Board of Education to discuss in general and to document in particular some of my claims that the report does not comply with the court order. The document itself has so many errors in arithmetic that even if the data in it were accurate, the report still would not comply with the court decree. I do not intend to go into great detail before the board but merely to cite some examples of the failure of the school administration and its counsel to comply with the judgement. Some examples of the inaccuracies, without even questioning the data in the report, are as follow:

1. The school administration reported that it was dealing with 136 schools, when, in reality, it was dealing with only 135 schools. I was assured in a telephone conversation with the office of Dr. Dorothy Johnson on January 31, that one school, Ketcham Annex, located at 16th and Butler, was never opened in this school year. It was reported to the court, however, that this school did exist and that it contained 297 pupils and 16 teachers, spending \$152,348 for teachers' salaries. Since we are discussing the city-wide average expenditure based on total teachers' salaries, this makes the city-wide average reported to the court of \$522 per child incorrect. The average is actually \$519. Consequently, all calculations in terms of deviation from the city-wide average of \$522 are incorrect.

2. The administration reported a pupil-teacher ratio by school for 136 schools including the nonexistent school called Ketcham Annex. Of these ratios, all except 12 were incorrectly computed. This places the school administration in a position of either lying to the court outright or engaging in arithmetical stupidity.

3. Using the school administration's figures again, it was found that there are some schools that have expenditures equalling considerably more or less than the city-wide average. Examples of these are Plummer, for which the administration reported the average expenditure per pupil as \$542. It is really \$323. Thus, Plummer expenditures are 60.7 percent below the city-wide average. Randle Highlands has an expenditure per pupil of \$556, instead of the \$518 reported to the court. It is therefore 7.5 percent above the city-wide average. Smothers has an actual expenditure per pupil based on the school administration's figures of \$678 per child. The school administration reported to the court that it was \$502 per child. Smothers thereby gets 30.6 percent more money per pupil than the city-wide average. Bancroft stands at \$600 per child or some 15.6 percent above the city-wide average. Maury has an average expenditure per pupil of \$164 per child. The administration reported to the court that the expenditure per pupil at Maury was \$538, while it computed out at \$164 or 216 percent less per child than the city-wide average of \$519.

4. The school administration alleges that the figures put in at the court on the number of teachers were projected figures. The data put into the court as far as the plaintiffs are concerned were as of September 28, 1971. At that time, the court was told that there were 3,548 teachers in the regular elementary schools of the District of Columbia affected by the Wright decree; however, a D. C. public school document entitled Elementary School Teachers by Grade showed that as of October 21, 1971 (one month later), only 3,024 teachers were affected by the Wright decree. This represented an overstatement to the court of the number of teachers by 524, more than 17 percent. When the total amount of money spent on teachers' salaries depends upon the actual number of teachers, it becomes apparent that the total amount of money reported to the court for teachers' salaries (about 42,000,000) is incorrect. According to my computation adjusting for the overstatement of teachers, the amount of money is really closer to 37,300,000. Based on the errors in the administration's report to the court, I say that the average expenditure per pupil in the District of Columbia is not \$522 or \$519, but about \$465 per child.

Using these corrected computations, which I intend to put into court, one arrives at the conclusion that over one-half of the schools in the District of Columbia are operating at expenditures per pupil based on teachers' salaries that are much more than 5 percent above or below the city-wide average.

5. I have not completed my computations and am therefore not ready to say exactly how many outright errors appear in this report to the court; but, upon completion of my computations, I will submit a documented copy of my claims to the Board of Education at the same time that I submit it to the United States District Court. I have been forced into making these computations because the school administration, in violation of the court decree, has refused to give me the actual data. In a letter to the Corporation Counsel, dated December 8, 1971, my attorney requested from the school administration certain data - among other items, a document showing data on total regular teacher expenditures at each District of Columbia elementary school as of a date after October 1, 1971, calculated in the same way as the comparable date in Table A4 of Appendix A to the October 1, 1971, compliance report. These data were denied me by the Corporation Counsel.

In a letter dated January 11, 1972, to my attorneys, the Corporation Counsel, in its usual inept fashion, said that the Hobson v. Hansen case is not presently at issue, and, therefore, I am not entitled to conduct discovery under the Federal Rules of Civil Procedure absent and order of court granting me that right. This is bad legal counsel. The judge returned jurisdiction in the case. The court did not order the schools to equalize expenditures at one point in time, but for all times, every day, all day. My attorneys assure me that we are entitled to these data. We will get the data either on a voluntary basis or by putting our calculations in court informing the judge that this is the best that we can do, since we have been denied access to public documents, which under any circumstances are a matter of public business. The Corporation Counsel on behalf of the school administration has really thus stated that, "We have the data, but we are not going to give it to you."

The Hobson v. Hansen case was filed in 1966, and six years later, after a cost of approximately \$83,000, the school administration, under three different superintendents - Manning, Henley, and now Scott - has not seen fit to comply in good faith with the court decree. The plaintiffs in the case cannot help but believe that this administration is not capable of complying with the court order or of running the public schools equitably under the Fourteenth Amendment of the Constitution of the United States.

Even if there were not numerous arithmetical errors in the school administration's document to the court, it would still not be in compliance. It has never been clear - and the school administration did not make it clear to the court or the plaintiffs - at what budget level they are operating. The administration reported to the court that total expenditures for teachers' salaries were equal to about \$42,000,000 for elementary teachers. The real expenditure is closer to \$37,000,000. Thus, all of the calculations based on the administration's expenditures are incorrect.

The superintendent has recently stated that he is not sure of how much money is being spent or how many employees are working for the District of Columbia public schools; yet, he represented to the court over his signature a document which had this precise information. Obviously, at one point, somebody is not telling the truth. The plaintiffs in the Hobson v. Hansen case then have no choice but to litigate the questions of the number of teachers, of the number of employees, and of the amount of money spent by the D. C. public schools. Without these data there is no way to tell what the real picture is in public education in this city.

The budget level, the budget deficit, the number of teachers, the number of children, the number of school administrators, and, yes, even the number of elementary schools are necessary in order to make intelligent and accurate representation to the court regarding compliance.

The plaintiffs in the Hobson v. Hansen case are not wealthy and do not relish litigation for the sake of litigation. Returning to court is indeed costly, but we have no choice when we know that the children of this city up to now have been consigned to the social and economic junk heap by the public school system. Our need to return to court is further enforced by the paragraph in a letter written by the Corporation Counsel, dated January 11, 1972, in which the counsel states:

The Superintendent has issued no written guidelines to his assistants who are charged with responsibility for monitoring compliance. However, the school system has received a two-part volume from its computer consultants with comprehensive recommendations on monitoring procedures and technical information for computer programming of the compliance plan. No decision has yet been made as to whether all the recommendations will be followed. The school system has only a limited number of these reports, but will, upon request, make a copy available to your clients for copying.

The plaintiffs are thereby led to believe that, not only are the schools not in compliance, but also that the superintendent and the school administration which he heads have made no preparations to comply.

We, therefore, have every intention of asking the court to appoint a master to take the D. C. public school system into receivership and to run them to the mutual benefit of every school child. We also think that the school superintendent and all others responsible for this misleading report to the court should be held in contempt and, after due process, penalized.

In closing, I would like to make one final observation. Whoever the computer technicians were that did this report for the public schools, they should be dismissed from their function. Their arithmetical errors in the report attest to their lack of competence and care in this matter. The Corporation Counsel's letter of January 11, 1972, refers to "a two-part volume from its computer consultants with comprehensive recommendations

for monitoring procedures...." I would like to caution the board that these computer technicians and programmers have clearly demonstrated their lack of capability to multiply 2 X 2, let alone to advise on compliance. As a taxpayer and a parent with a child in the D. C. public schools, I protest the expenditures of my taxes to the kind of incompetent, make-believe consulting firm such as the one that put together this conglomeration of errors dated September 28, 1971, and then presented it to the United States District Court.

FEBRUARY 1, 1972

JWH:clt

MEMORANDUM

TO: The Files

FROM: Julius W. Hobson, Director, WIQE

SUBJECT: WIQE's Agreement to Provide Tab Plans and Monthly Analyses of Statistical and Financial Data to the Board of Education to Improve the Financial Management and Accounting Services of the Board

DATE: February 18, 1971

The Washington Institute for Quality Education (WIQE) is a non-profit organization designed to develop action research programs in public education. WIQE is classified by the Internal Revenue Service as an operating private foundation, as defined in Section 509(a) of the Internal Revenue Code, and as an operating private foundation, as defined in Section 4942(j)(3). WIQE's identification number is 237-006-817, and it operates on an annual budget estimated at \$50,000. (See the attached documents.)

OUTLINE FOR PROPOSAL TO THE BOARD OF EDUCATION

1. Statement of authorization from the Board of Education regarding work to be performed.
2. Statement of need for work to be performed and documentation of that need.
3. Examples of tab plans and statistical monthly reports to be supplied to the D. C. Board of Education.
4. Hobson v. Hansen and compliance with court decree of May 23, 1971.
5. Objectives of WIQE in preparation of data and need for data.

Page 1

201 The Files

202 William W. Gooden, Director, WIG

SUBJECT: WIG's Agreement to provide Tab Plans and Monthly
Analyses of Statistical and Financial Data to the
Board of Education to Improve the Financial Manage-
ment and Accounting Services of the Board

203 February 14, 1971

The following information was obtained from the Board of Education in a
written request dated February 10, 1971, regarding the
agreement in public education. WIG is identified by the Board of
Education as an operating private foundation. The Board of
Education (a) of the Internal Revenue Code, and as an operating
private foundation, as defined in Section 513(c)(1) of the
Internal Revenue Code. The Board of Education is a private
foundation estimated at \$20,000. (See the attached documents.)

OUTLINE FOR PROPOSAL TO THE BOARD OF EDUCATION

1. Statement of need for work to be performed and
statement of that need.
2. Statement of need for work to be performed and
statement of that need.
3. Statement of need for work to be performed and
statement of that need.
4. Gordon v. Hagan and compliance with court orders of
the 1971.
5. Objectives of WIG in preparation of data and need

6. How data supplied will improve education in the District of Columbia public schools and in other public school systems throughout the country.

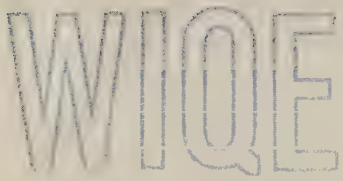
7. WIQE's contribution to the establishment of data collection processes in the District of Columbia public school system. (See attached compliance to the court.)

8. WIQE's estimated budget needs in order to carry out the project for one year.

9. The need for emergency funds.

Attachments

JWH:clt



WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

MEMORANDUM

TO:

FROM: The Board of Trustees, Washington Institute for Quality Education, and Julius W. Hobson, Director, WIQE

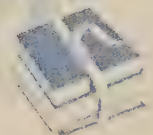
SUBJECT: Emergency Funds for WIQE for the Months of August and September

DATE: July 23, 1971

At a meeting of the Board of Trustees on July 21, at the WIQE offices, 300 M Street, S. W., it was decided that WIQE would seek small emergency grants from foundations and/or a loan from a bank of approximately \$5,000.00, in order to pay for the distribution of our latest publication entitled THE DAMNED INFORMATION. This is a book that deals with a legal discussion and analysis of the Federal Freedom of Information Act and similar laws in 50 states. It is designed for use by public interest law firms, civil libertarian law groups, and law schools. Those trustees present were: Reverend William A. Wendt, St. Stephen and the Incarnation Church, Chairman of the Board of Trustees; Warren Morse, Statistician, Health Services Administration, Secretary-Treasurer of the Board of Trustees; Dr. Paul Cooke, President, D. C. Teachers College; Tina C. Hobson, Bureau of Training, Civil Service Commission; and, Reverend Philip R. Newell, Jr., Associate Executive Director, Council of Churches of Greater Washington.

An article in The Washington Post by William Raspberry, entitled "Working in the System," dated July 7, 1971, has enhanced indeed the sales of the publication in the District of Columbia, and, since its publication in June, 1971, the book has sold almost 600 copies. The trustees agreed that funds for mailing and distribution of the book would be more than repaid by the sale of the book itself.

WIQE has had success with its prior publications. THE DAMNED CHILDREN, a copy of which is enclosed, cost approximately \$2,100.00 to produce and has yielded in sales to date about



\$2,985.00. See the enclosed financial statement.

WIQE is reasonably sure that it will be favorably considered for funding by the Cummins Engine Foundation, Franklin Square, Columbus, Indiana, in September of this year. We are requesting a total of \$51,000.00. See the enclosed budget for WIQE for the fiscal year March 1, 1971 through February 28, 1972.

There has been favorable acceptance of THE DAMNED INFORMATION by law groups and law schools; for example, the American University Law School has ordered 15 copies, and the University of Delaware Library has ordered 10 copies. Some federal agencies and many private individuals have ordered multiple copies. Again, there is reason to believe that a fund can be acquired for mailing and publicity on the book. Its sale would more than repay the approximate sum of \$7,500.00 that is needed.

We would be grateful for your consideration in this matter.

JWH:clt

enclosures

M E M O R A N D U M

March 29, 1971

TO : Files of the Washington Institute for Quality Education

FROM: Julius W. Hobson

SUBJ: WIQE financial records of 1968 through 1970 (missing files)

It appears that the official files of the Washington Institute for Quality Education finances have been stolen from this office. Files were missed at 2:30 pm on March 29, 1971. All of the canceled checks appear to be missing.

The only people who could possibly be interested in these records are the Federal Bureau of Investigation, the Internal Revenue Service or the U.S. Army Surveillance Unit. For the record, I believe the records have been taken by one of these clandestine organizations.

Julius W Hobson

Form 4653 (June 1970) Department of the Treasury Internal Revenue Service	<h2 style="margin: 0;">Notification Concerning Foundation Status</h2>	Do not write in this space (For IRS use only) <input type="checkbox"/> Classification code <input type="checkbox"/> Letter code
Please print or type Remove address label on front cover and place it here Correct name, etc. if necessary. Enter employer identification number at right only if incorrect or not shown on label.	Name of organization <div style="text-align: right; font-weight: bold;">ucation</div> Washington Institute for Quality Ed-/ Number and street 300 M Street, S. W. City or town, State and ZIP code Washington, D. C. 20024	Employer Identification Number 237006817

Please place an "X" in the one numbered block that applies to your organization, provide any additional information called for, and return the form promptly to the Internal Revenue Service Center, 11601 Roosevelt Boulevard, Philadelphia, Pennsylvania 19155. Do not check a block until you have read the instructions and Code definitions applicable to that block. Section references are to the Internal Revenue Code of 1954.

- 1 ☒ We are a private foundation within the meaning of section 509(a). (If you are a private foundation, are you claiming status as an operating foundation within the meaning of section 4942(j)(3)? ... ☒ Yes ☐ No If "Yes," attach a statement setting forth all the facts upon which you base your answer including an identification of the clause of section 4942(j)(3)(B) that is applicable.)

We are not a private foundation because we are:

- 2 ☐ A church. Section 170(b)(1)(A)(i).

3 ☐ A school. Section 170(b)(1)(A)(ii).

4 ☐ A hospital. Section 170(b)(1)(A)(iii).

5 ☐ A medical research organization operated in conjunction with a hospital. Section 170(b)(1)(A)(iii).

6 ☐ A Governmental unit. Section 170(b)(1)(A)(v).

7 ☐ An organization operated for the benefit of a college or university owned or operated by a Governmental unit. Section 170(b)(1)(A)(iv).
(Complete the Financial Schedule on page 2.)

8 ☐ An organization that normally receives a substantial part of its support from a Governmental unit or from the general public. Section 170(b)(1)(A)(vi).
(Complete the Financial Schedule on page 2.)

9 ☐ An organization that normally receives no more than 1/3 of its support from gross investment income and more than 1/3 of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions. Section 509(a)(2).
(Complete the Financial Schedule on page 2.)

10 ☐ An organization operated solely for the benefit of and in connection with one or more of the organizations described in 2 through 9 (or for the benefit of one or more organizations described in section 501(c)(4), (5), or (6) and also described in 9 above), but not controlled by disqualified persons other than foundation managers. Section 509(a)(3).
(Attach a statement identifying and describing the organization(s) for whose benefit you are operated and the relationship between you and the organization(s).)

11 ☐ An organization organized and operated to test for public safety. Section 509(a)(4).
- 12 ☐ We are not sure of our classification.
(Attach a copy of your most recently filed information return, Form 990-A, if you filed one, and a statement describing your operations and explaining why you are not sure of your classification. If you think you may be described in 7, 8, or 9, complete the Financial Schedule on page 2.)

I declare that I have examined the information entered on this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct and complete. (Must be signed by a principal officer, manager, or authorized trustee of the organization.)

B. R. Trane

(Signature)

July 15, 1971

(Date)

Counsel

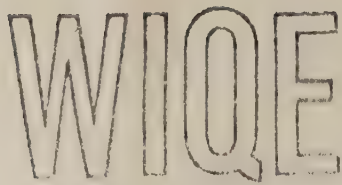
(Title)

Washington Institute for Quality Education
Employer Identification Number 237006817
Internal Revenue Service Form 4653

Statement in re Section 4942(j)(3)(B)

Washington Institute for Quality Education is an "operating foundation" within the meaning of Section 4942(j)(3), specifically qualifying under Section 4942(j)(3)(B)(i), in the following respects:

1. All of the assets of Washington Institute for Quality Education are devoted exclusively to its sole activity: completing an inventory of quantitative resources in education in the District of Columbia Public School system; taking such inventories in other center-city school systems in the United States; and interesting lay/parent groups in the District of Columbia as well as other cities in survey methods that can be used to determine the nature of their public schools.
2. All of the assets (except for office furniture and equipment), support, grants, contributions and other receipts of Washington Institute for Quality Education are expended on a current basis for salaries and other operating expenses required to carry out its charitable or educational purposes.



WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

April 28, 1971

MEMORANDUM

TO: Mr. Tom Zuck
Westinghouse Learning Corporation
2680 Hanover Street
Palo Alto, California 94304

FROM: Julius W. Hobson
Director
Washington Institute for Quality Education
300 M Street, S.W.
Washington, D.C. 20024

SUBJECT: Development of an abstract on the proposed education component, in coordination with other services, of the Fort Lincoln New Town Project

The Washington Institute for Quality Education proposes to examine and abstract all available reports on the Fort Lincoln New Town Site, with a focus on educational services.

Our abstract will summarize the best points from each proposal (listed on the attached sheet), with particular attention to the five General Learning Corporation studies. The WIQE report will coordinate the educational component of the Fort Lincoln New Town project with other major development patterns.

The existing General Learning studies do not adequately summarize present project status or outline immediate steps leading to the implementation of the Westinghouse plan. WIQE can screen existing studies and provide a local framework for effective action.

The abstract will follow the outline below:

- I. Introduction: the setting (economic and demographic characteristics of the city of Washington, D.C.), using 1970 census data, dealing primarily with the projected educational needs of the area to be served.



II. Project Summary: what has been done before

- A. Site: plans and plan modifications
- B. Schools: plans and plan modifications
- C. Housing: plans and plan modifications
- D. Transportation: plans and plan modifications

III. Community Involvement and Conflict: history and current statusIV. Conclusion and Recommendations: the next steps

- A. Site
- B. Schools
- C. Housing
- D. Transportation
- E. Community Involvement

We estimate that to pull this material together, consult with individuals in the community, and to write and print the abstract will take from 8 to 10 weeks.

The cost of this project will be \$15,000, allocated as follows:

WIQE: \$ 11,000

Secretarial services	\$ 1,300
Printing	1,500
Overhead and expenses	1,500
Staff salaries	6,700

Professional Consultant Fees: \$ 4,000

Architect	\$ 2,000
Urban Sociologist	2,000

WIQE will use as consultants Mr. Charles I. Cassell and Mr. Floyd H. Agostinelli. Mr. Cassell is an Architect, a member of the D.C. Board of Education, and thoroughly familiar with the Fort Lincoln New Town Project. Mr. Agostinelli, a graduate Urban Sociologist, was an appointed board member of the Fort Lincoln New Town Advisory Council, and has been actively involved in the project from its very beginning. Legal consultation will be paid, as required, from WIQE staff salary budget item.

WIQE will furnish you a finished report relating new census data and information on the existing structure of the D.C. public schools to the proposed educational component of the Fort Lincoln New Town project. Our brief review of the General Learning Corporation report indicates that it is seriously inadequate and does not relate to the existing framework of the community. WIQE can fill this gap.

Feel free to contact me with any further question or requirements at (202) 554-3308 (office) or (202) 737-2460 (home). We would appreciate a response as soon as possible in order to commit required staff and resources to the development of a worthwhile summary.

List of Previous Reports, 1968-1970 --

Fort Lincoln New Town Project

1. Fantini, Mario D. et al., A Design for a New and Relevant System of Education for Fort Lincoln New Town. Consultant report, August 15, 1968.
2. Cahn, Jean Camper et al., A Legal Framework for the Fort Lincoln New Town: Preliminary Report. Consultant report, September 7, 1968.
3. Citizens Planning Council for Fort Lincoln Project, Inc., and others v. District of Columbia, Walter E. Washington, Thomas V. Fletcher, and the D.C. Redevelopment Land Agency: civil suit in the U.S. District Court, September 9, 1968.
4. Logue, Edward J. et al., Fort Lincoln New Town Urban Renewal Plan (Code Number R - 14). Development consultant report, December 18, 1968.
5. General Learning Corporation, Comprehensive Planning for an Education System, Fort Lincoln New Town: Five consultant reports, contract #69183.
 - (1) Educational Specifications
 - (2) Definition Summary
 - (3) Mid-Term Report (First Facility Report)
 - Education Program
 - Staff Development
 - Operations
 - Community Participation
 - Facilities
 - Funding
 - Implementation
 - (4) Secondary Program
 - (5) Final Comprehensive Plan

WORKING MEMORANDUM

TO: The National Urban Coalition

FROM: Julius W. Hobson, Director, WIQE

SUBJECT: Fooling the People -- Jobs for the "Poor" Under
the Emergency Employment Act of 1971 (Public
Law 92-54) -- a Preliminary Analysis

A careful reading of the Emergency Employment Act of 1971 alarmingly indicates that Public Law 92-54, touted by many poverty potentates as a windfall for the poor, can be implemented legally without hiring a single "disadvantaged" person as defined by the Department of Labor Manpower Order No. 1-69 (dated January 16, 1969). The estimated 150,000 jobs at an average salary of \$6000 per year could all go to the "temporarily poor." In fact, governors, mayors, and local officials cannot be legally prevented from using this act as a 100 percent patronage system; theoretically, they could even spend their entire allotment of EEA funds in hiring:

- All unemployed persons with Ph.D. degrees (Sec. 14, a-5);
- Their friends' children who are college dropouts (Sec. 14, a-5-A);
- All unemployed college graduates (Sec. 14, a-5-A);
- Unemployed persons who have \$25,000 homes and college degrees (Sec. 14, a-5-A);
- Unemployed friends or school associates at a salary of \$13,000 or more (subsidizing such salaries with the maximum at \$12,000 in EEA funds) for jobs designated as "transitional employment" (Sec. 12, A-3);
- Highly educated/skilled persons working part-time but seeking full-time work (Sec. 14, a-6-A);
- All professional classroom teachers (Sec. 7, c-19).

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

IN WHICH ARE CONTAINED THE MOST IMPORTANT
EVENTS OF HIS REIGN, AND THE
CIRCUMSTANCES THAT LED TO THE
GREAT CIVIL WAR.

By JOHN BURNET, Esq. of Edinburgh.
IN TWO VOLUMES.
THE FIRST.
LONDON: Printed by J. Sturges, in Pall-mall, 1724.

THE SECOND.
LONDON: Printed by J. Sturges, in Pall-mall, 1724.

IN TWO VOLUMES.
THE SECOND.
LONDON: Printed by J. Sturges, in Pall-mall, 1724.

Despite glossy press releases issued by the White House and Department of Labor, this act can be legally used to ignore the rights and needs of the economically poor and minimally skilled in our population. There are no safeguards in the act to assure that once cities and states receive EEA funds, such funds will indeed benefit the poor. Even the monitoring responsibilities of the federal government (Sec. 11) concentrate on assuring continuing employment, rather than on the economic needs of the person employed.

Recently, the misuse of Title I funds has come under attack. I predict that, unless tight control and continuing accountability are exercised at the federal level and by interested citizens' groups, the EEA will become in two years synonymous with patronage and corruption at their worst. The act is so cleverly worded that even persons who seriously have worked on behalf of the poor were fooled, as indicated in their testimony before congressional committees and in subsequent newspaper reports. A top official (Maurice Dawkins) of OIC commented the other day at a graduation ceremony of OIC trainees in Washington, D. C., on the great new job opportunities offered OIC graduates by EEA. He is quite likely wrong -- there may be none. In fact, the only mention of the word "disadvantaged" occurs in Section 7 (c) (18) of the act, and that only refers to the elimination of barriers "...which restrict employment opportunities for the disadvantaged." The act is distinguished by its lack of specific criteria for individuals selected for the employment opportunities. There is no reference to persons subject to compounded disadvantages such as age, sex, race, education, or religious prejudice. The closest reference to any fair distribution of the meager resources offered under this law is found in Section 12 (b) "...public service employment opportunities will be available on an equitable basis...among significant segments of the population of unemployed persons, giving consideration to the relative numbers of unemployed persons in each such segment."

Perhaps the Department of Labor guidelines due for release soon will define "significant segments of the population" and exactly how they will participate. If, however, the performance and evaluation of EEA are as poor as

Despite the fact that the Department of Labor, this is not to be used to ignore the rights and needs of the poor and minimally skilled in our population. No safeguards in the act to assure that once citizens states receive BNA funds, such funds will indeed benefit the poor. Even the monitoring responsibilities of the Federal Government (Sec. 11) concentrates on ensuring compliance with the act, rather than on the person employed.

Recently, the release of Title I funds has been under attack. I predict that, unless tight control and continuing accountability are exercised at the local level and by interested citizens' groups, the BNA will become in two years synonymous with graft and corruption. The act is so carelessly worded that even someone who seriously has worked on behalf of the poor would be indicted in their testimony before Congress. A top official in the Department of Labor commented on the act, "The act is so badly written that many of the OICs in Washington, D.C., on the day after the act was passed, offered OIC positions to BNA. He is quite likely wrong -- there may be none. In fact, the only mention of the word 'disadvantaged' occurs in Section 3 (c) (1) of the act, and that only refers to the education of the

disadvantaged." The act is distinguished by the lack of good so compounded disadvantaged such as age, race, sex, education, or religious prejudice. The obvious reference to any fair distribution of the money resources offered under this law is found in Sect on 11 (b) "...public and vice employment opportunities will be available to an individual basis... among significant segments of the population

Perhaps the Department of Labor guidelines due for release soon will define "significant segments of the population" and exactly how they will be distributed. If, however, the performance and violation of the act as poor as

the results achieved under the present Public Service Career Program in state and local governments (Plan A), the EEA Program could be a complete disaster for the poor. Immediate or "transitional" relief giving is often distributed in order to stem political disorder during periods of high unemployment, rather than as a means of solving basic social problems such as an inequitable and unfair distribution of goods and services. It is my opinion that this act, unless rigidly interpreted, will only become a veneer for political payoffs to those persons who might do the most damage to the existing political structure if they remain unemployed, whether Democrats or Republicans. I can hardly believe that John Bell Williams or George Wallace will do anything substantial for unemployed poor Blacks in the South -- probably with the reason that the funds were "insufficient," unless, of course, those Blacks insist upon their fair share as a "significant segment of the population."

Some basic facts about EEA:

Program characteristics: transitional employment, training (skills, basic education, supervisory), manpower services (counseling and health care). No provisions for child care or transportation.

Special emphasis is given to: veterans, upward mobility opportunities, linkages with other manpower programs.

Financial: total funds for two years -- 2.25 billion
of the general funds -- 1.75 billion:
80% will be given to the states/cities -- 1.4 billion
20% to the DoL Secretary's fund
Of the 1.4 billion of general funds given to the states/cities:
not less than 85% must be spent on wages
not more than 15% for planning, evaluation, training.

1.75 billion general
(national unemployment 4.5%)
.50 billion special
(unemployment 6%)

Areas of substantial unemployment (6% or more), according to preliminary data released by DoL on March, 1971, include areas that are predominantly, if not exclusively White, such as:

the results achieved under the present Public Service
Career Program in state and local governments (Plan A).
The RMA Program could be a complete disaster for the poor.
Immediate or "crash" relief giving is often dis-
tributed in order to state political leaders during peri-
ods of high unemployment, rather than as a means of solv-
ing basic social problems such as an inequitable and un-
fair distribution of goods and services. It is my opinion
that this act, unless rightly interpreted, will only do
some harm for political payoffs to those persons who
might do the most damage to the existing political struc-
ture if they remain unemployed, whether Democrats or
Republicans. I can hardly believe that John Bell Williams
or George Wallace will do anything substantial for unem-
ployed poor Blacks in the South -- probably when the
reason that the funds were "insufficient," unless, of
course, those Blacks insist upon their fair share as a
"significant segment of the population."

Some basic facts about LHM:

No provisions for child care or transportation.

Special emphasis is given to: veterans, upward mo-

Financial: total funds for two years -- 2.25 billion

Of the general funds -- 1.75 billion:

80% will be given to the states/cities --
1.4 billion

20% to the DOJ Secretary's fund
Of the 1.4 billion of general funds given
to the states/cities:

not less than 85% must be spent on wages
not more than 15% for planning, adminis-

tration, training

Areas of substantial unemployment (6% or more), ac-
cording to preliminary data used by DOJ on

if not exclusively White, such as:

1.75 billion general
(national unemployment 4.5%)
50 billion special
(unemployment 6%)

JUVENILE OFFICERS' INSTITUTES
St. Paul Campus
Julius W. Hobson

UNIVERSITY OF MINNESOTA
Summer, 1971

WORKING IN THE SYSTEM
by
William Raspberry

Conservatives who keep counseling dissidents to "work within the system" don't care much for Julius Hobson, in spite of the fact that he has made a career of practicing what they preach.

The reason is that their appeals to "work within the system" really translate into exhortations to make peace with the status quo. They find Hobson upsetting because he has become expert at working within the system for change.

His major successes -- most notably in improving public education for black children -- have resulted directly from his faculty for using the system to change the system.

His new booklet, "The Damned Information," gives some practical insights into how it is done. The booklet, published by the nonprofit Washington Institute for Quality Education which he heads, is the second in a series on society's "damned."

The first, "The Damned Children," points out how unequal treatment, financial and otherwise, has condemned ghetto youngsters to inadequate education. Subsequent publications will include "The Damned Administrators and the Budget," "The Damned Teachers" and "The Damned Black Federal Worker."

The "Damned Information" isn't the most interesting, but it may turn out to be the most useful of the lot. In it, Hobson explains that some of his fights have been made unnecessarily difficult by official reluctance to provide information that ought to be publicly available.

More to the point, he provides practical pointers on how to force bureaucrats to make the information available.

The preface by Rep. John E. Moss (D-Calif.) describes Hobson's book this way:

"Not only is it a valuable tool in illustrating how the law can work for the individual, but it also is an important contribution toward enlightening the public as to the avenues of recourse available to them in cases where they are denied their right to information."

Moss was chairman of the subcommittee that created the Freedom of Information Act that Hobson has used to pry information out of reluctant officials.

"The Damned Information" lists step-by-step directions for requesting data, tells what to do when officials refuse to furnish it, and even suggests ways of getting congressmen and courts into the act.

It includes sample pleadings from successful lawsuits, including some of Hobson's and a state-by-state analysis of information laws.

Some of the booklet's contents will be useful in law schools, among which Hobson hopes to find a market.

Far more of it will be valuable to local activists who often find themselves relying too much on enthusiasm and too little on hard facts. This is especially true of the chapter that tells how to use the information once you've got it.

Hobson said he was moved to publish the booklet by requests from law students and civil rights activists who wanted to know how he had put his own successful cases together.

Most often, he said, they wanted to know how to document the things they knew to be true, how to prove discrimination in employment, how to measure discrimination in education, how to show unequal treatment in housing, public transportation or health services.

That sort of documentation has been a particularly strong point for Hobson, a statistician by profession. (The booklet is available for \$3.95 at the Washington Institute for Quality Education, 300 M St. SW, 20024).

Be warned: "The Damned Information" is not entertaining, although it might well have been. A recounting of the efforts involved in springing loose the

information Hobson needed for his school suit, for instance, with some indication of how new bits of information influenced the shape of the litigation, could have added life to the 68 pages.

So could a glimpse at some of the strengths and weaknesses of his opponents. Or an occasional smile.

What Hobson has produced instead is a handbook that will appeal almost solely to those who intend to act. He tells them how to do it "within the system."

MEMORANDUM

FROM: Julius W. Hobson, Instructor, American University
SUBJECT: Social Problems and the Law, Summer Term, 1971

The class teams will report in the following order:

1. May Day -- Tuesday, July 27.
2. Transportation -- Thursday, July 29.
3. Communications -- Tuesday, August 3.
4. Consumers -- Thursday, August 5.

All written reports are due on Thursday, August 5, at the close of classtime.

MEMORANDUM

TO: Bardyl Tirana

FROM: Julius W. Hobson

SUBJECT: Real Estate Contratt with Shannon and Luchs

DATE: December 31, 1971

I have an informal arrangement with the Southwest Branch of American Security and Trust Company to notify me whenever checks are presented on my account and there are not sufficient funds to cover them. I then immediately deposit the money to cover those checks.

The latest such occasion was on December 29, 1971, when I was called by Mrs. Keefer of the Southwest Branch and notified that there were insufficient funds in my account to cover a check in the amount of \$406.00. I deposited \$450.00 on that day.

In regard to the check issued by me payable to Shannon and Luchs dated December 19, 1971, I inquired at the bank every day as to whether that check had been presented by Shannon and Luchs and asked Mrs. Keefer to call me as soon as that check had appeared. I stated that I would as usual deposit the funds to cover said check presented by Shannon and Luchs. It was presented on December 30, 1971.

I was not informed by the bank, and it was thus returned. I did not learn of its return until December 31.

In regard to the funds to cover the check, I had made arrangements with my mother, Mrs. Irma G. Reynolds, of Birmingham, Alabama, to wire me the necessary funds to cover the check for Shannon and Luchs on a moment's notice. This is an arrangement which could be carried out in two hours.

Barb J. Thomas

TO:

December 31, 1971

DATE:

I have an informal arrangement with the Southwest Branch of American Security and Trust Company to notify me whenever checks are deposited in my account and when the bank has insufficient funds to cash them. I then immediately deposit the money to cover those checks.

The latest such occasion was on December 29, 1971, when I was called by Mrs. Keeler of the Southwest Branch and notified that there were insufficient funds in my account to cover a check in the amount of \$400.00. I deposited \$450.00 on that day.

In regard to the check issued by me payable to Shannon and Luchs dated December 19, 1971, I inquired at the bank every day as to whether that check had been presented by Shannon and Luchs and called Mrs. Keeler to call me as soon as that check had appeared. I stated that I would as usual deposit the funds to cover said check presented by Shannon and Luchs. It was presented on December 30, 1971.

I was not informed by the bank, and it was thus returned. I did not learn of its return until December 31.

In regard to the funds to cover the check, I had made arrangements with my mother, Mrs. Irma G. Reynolds, of Birmingham, Alabama, to wire me the necessary funds to cover the check for Shannon and Luchs on a moment's notice. This is an arrangement which could be carried out in two hours.



WASHINGTON INSTITUTE FOR QUALITY EDUCATION

300 M STREET, S. W. • WASHINGTON, D. C. 20024

TELEPHONE (202) 554-3308

MEMORANDUM

TO: THE BOARD OF TRUSTEES, WASHINGTON INSTITUTE FOR
QUALITY EDUCATION

FROM: JULIUS W. HOBSON, DIRECTOR, WASHINGTON INSTITUTE
FOR QUALITY EDUCATION

DATE: SEPTEMBER 28, 1971

THE HOBSON-DOWDEY CONTROVERSY HAS BEEN SETTLED.

jwh/clt



MEMORANDUM

TO: The Files

FROM: Julius W. Hobson, Director, WIQE

SUBJECT: WIQE's Agreement to Provide Tab Plans and Monthly Analyses of Statistical and Financial Data to the Board of Education to Improve the Financial Management and Accounting Services of the Board

DATE: February 18, 1971

The Washington Institute for Quality Education (WIQE) is a non-profit organization designed to develop action research programs in public education. WIQE is classified by the Internal Revenue Service as an operating private foundation, as defined in Section 509(a) of the Internal Revenue Code, and as an operating private foundation, as defined in Section 4942(j)(3). WIQE's identification number is 237-006-817, and it operates on an annual budget estimated at \$50,000. (See the attached documents.)

OUTLINE FOR PROPOSAL TO THE BOARD OF EDUCATION

1. Statement of authorization from the Board of Education regarding work to be performed.
2. Statement of need for work to be performed and documentation of that need.
3. Examples of tab plans and statistical monthly reports to be supplied to the D. C. Board of Education.
4. Hobson v. Hansen and compliance with court decree of May 23, 1971.
5. Objectives of WIQE in preparation of data and need for data.

MEMORANDUM

DATE: 2/1/71

TO: THE BOARD OF EDUCATION

SUBJECT: WOE's Agreement to provide Tab Plans and Monthly
Analysis of Statistical and Financial Data to the
Board of Education to improve the Financial Manage-
ment and Accounting Services of the Board

DATE: February 18, 1971

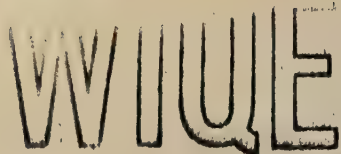
The Board of Education has received a request from the
Washington Office of Education (WOE) for a study of the
financial management of the District of Columbia Public
Schools. WOE is classified by the Internal
Revenue Service as an operating private foundation, as defined in
Section 509(a) of the Internal Revenue Code, and as an operating
private foundation, as defined in Section 4942(j)(3). WOE's
identification number is 237-006-817, and it operates on an annual
budget estimated at \$50,000. (See the attached documents.)

OUTLINE FOR PROPOSAL TO THE BOARD OF EDUCATION

1. Statement of authorization from the Board of Education regarding work to be performed.
2. Statement of need for work to be performed and description of that need.
3. Examples of tab plans and statistical monthly reports to be supplied to the D. C. Board of Education.

A copy of this proposal will be furnished to the Board of Education.

Very truly yours,
[Signature]



WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

MEMORANDUM

TO:

May 28, 1971

FROM:

Julius W. Hobson

Phone Contact:

300 M Street, SW

Office - (202) 554-3308

Washington, D. C. 20024

Home - (202) 628-6358

SUBJECT:

Proposed manuscript for book examining various aspects
of the 1971 May Day Demonstrations in Washington, D. C.

Very few voices in our society have been raised in support of the May Day Demonstrations -- or even in an honest evaluation of what occurred. The events leading up to and including that Monday, May 3, have been almost uniformly condemned by the whole range of "public opinion molders" -- from the predictably reactionary right, on through the various shadings of the so-called liberal press, to finally include even those individuals on Capitol Hill and elsewhere who would normally be expected to support any reasonable effort to end the tragic and senseless war in Southeast Asia.

Is this negative reaction an indication that the demonstration was, in fact, unreasonable? We think not, and we think that something needs to be said about the positive side of the situation.

This book will offer other views by District citizens of the protest, its philosophy, new and unpublished information on the demonstrators themselves, and additional details about the self-serving overreactions of Nixon Administration officials. The book will show that there was (and is) a bona fide and urgent need to articulate the frustrations of the American people with regard to this war -- without a correlated suspension of the Constitution.

Utilizing six to eight personal experience stories as highlights, we expect the book to take shape along roughly the following lines:

Introduction

A statement from me about the D. C. Statehood Party, its objectives, and its reasons for participating in and publicizing the other side of this May Day story. The introduction will issue a warning to voting citizens in other metropolitan areas from residents of this non-voting colony -- the District of Columbia -- that



... happened here can all too easily become acceptable behavior in other cities, with a discussion of the consequences.

Historical Background

This will concentrate primarily on the Kerner Commission Report and how its findings and recommendations were systematically ignored in May, 1971 by the authorities themselves. We will talk about the official attitudes, flaunted over a long period of time, which led directly to these demonstrations - and which will undoubtedly result in still more protests.

We will also allude to the circumstances that prevailed in Germany during the Nazi rise to power and will attempt to make comparisons between the official and public attitudes of the German people then and the American people now. This will be presented in the form of a warning of what the future could hold if we persist in adopting the same sort of head-in-the-sand posture taken by the German population in the early thirties.

Who Were the Demonstrators?

Background and personality studies of at least several individual demonstrators to show that these were not "alien creatures," but the reader's children and/or the kids next door. We will reveal a wide geographic distribution of the young people who came to Washington for this event.

Events Leading to the "Revolution"

Reasons why Rennie Davis and other demonstration leaders felt the display was needed at this time. Description of planning operation; from initial concept to actual implementation. Descriptions and copies of a range of May Day literature, showing non-violent objectives of the movement.

Additional rationale for taking the actions of May 1 - 4.

May Day - A Cry for Help

Descriptions of May Day occurrences through the eyes of those involved:

- Vignettes of the action at different places around town on May 3.
- Events of the weekend (May 1 - 2); the police raid on East Potomac Park.
- Police tactics in breaking up the demonstrations.
- Use of dogs, tear gas, clubs; false arrests of passersby in mass "sweep-up" maneuvers.

-
- Abandonment of legal requirements on arrests.
 - How motorists and pedestrians reacted to the demonstration and to the demonstrators (not always the same sort of reaction to both).
 - How the kids tried to establish a rapport and an understanding with the people coming into the demonstration areas.

The Medics

- How police zeroed in on demonstration medics, arresting them first.
- D. C. Public Health medics driven off by D. C. police; refused permission to assist injured demonstrators.
- D. C. Public Health officials threaten legal actions in aftermath of these incidents, and because of filthy conditions at detention camps and in cellblocks.

"Bust Central" -- Providing a Modicum of Legal Services Under a Suspension of Law

- How the legal support system worked.
- How its existence was made known to the demonstrators and how they made use of its services.
- The lawyers on duty; who were they and why were they?
- The problems; police harrassment; lack of cooperation; illegal procedures used by officials.

The Detention Centers -- Testing Grounds for Future Tyranny?

The crowded, unsanitary and inhumane conditions at the detention camps indicated either a total lack of planning by authorities or, more likely, a callous and premeditated disregard for the health and safety of "those people."

The point-blank tear-gassing of massed, helpless people and the other overlooked brutal police actions against the prisoners may even have signalled an official determination to "punish" the demonstrators -- summarily and without due process of law. We have extensive documentation of improper police conduct at the centers and in cellblocks crammed far beyond their capacities.

A significant number of those incarcerated were completely uninvolved citizens caught and swept along by the police cordons -- usually for such "crimes" as having a mustache, slightly long hair, a youthful face, or a too-wide necktie. We will include personal statements from several such persons.

Support Your Local Government

- Federal takeover of D. C. police and other local functions and responsibilities.
- How it was done. "Federalizing" the Metropolitan Police Department.
- Other actions by the Federal Government. Troops airlifted onto the Washington Monument grounds.
- Unnecessary and inappropriate show of force against demonstrators using non-violent tactics of civil disobedience.

The Community Volunteers

Rush-hour motorists, rolling in from the suburbs, often saw the demonstrations as a personal affront and an outrage perpetrated against that most American of all our institutions -- the automobile.

A great many residents -- black and white -- of the District of Columbia, however, displayed a very different sort of feeling. Many families opened their homes to the young demonstrators as a place to live while in their Nation's Capital and, in at least a few (well-documented) instances, as emergency havens from pursuing police.

Food, transportation, logistical assistance at Bust Central and elsewhere, help from neighborhood churches -- the people of Washington were not entirely invisible on this occasion. The D. C. Statehood Party played a key role in countering the implications of implacable and uninterrupted hostility toward the young visitors.

A Lawyer Looks at Government by Dictate

Philip J. Hirschkop and other prominent Washington attorneys will contribute a lengthy discourse on the legal ramifications of the police actions, unconstitutional government steps to repress the demonstrations, handling of arrests and arraignments of individuals, court reactions to May Day cases, grounds for later damage suits by demonstrators, citizens falsely arrested, and final court actions.

Conclusion

What did the demonstrations accomplish?

- Renewed dialogue on the U. S. war involvement.

-
- Increased pressures for an immediate withdrawal.
 - Gave politicians an opportunity to safely move to new and stronger positions against the war and still appear "moderate" by comparison to the "crazies."
 - Altered foreign opinions and views about the American people's desire to have their country continue to serve as "policeman of the world."
 - Raised serious questions about the concentration camp mentality which seems so apparent in the statements of Attorney General Mitchell and others.

Who will be the last man to die in the war in Southeast Asia? The May Day Demonstration and the others to follow it will bring closer the day when we will know the answer to that grim question, and to the more tragic question, "How many more will die before we reach that last man and at what price to human freedom and justice?"

This, then, is what we propose to cover in this book. There may be shifts in emphasis and changes of other kinds as the book begins to take shape, but this, basically, is the outline.

May 28, 1971

M E M O R A N D U M

DATE: September, 1971

TO: Julius Hobson

FROM: Lynn Thorkildson

Again we would like to provide you with some feedback as to how the registrants of this summer's Institutes viewed the program. From experience we have found it necessary to try to simplify the information we have and make it more comprehensible. Hopefully we have done so.

Enclosed is your Course and Instructor Evaluation which should give you a picture of how your student groups rated your course according to our 17 item questionnaire. The remaining information is additional responses to questions number 4, 8, 11, 16, and 17. The information is presented verbatim to maximize the usefulness of the student's reactions to your class.

We trust you will find this material of value and hope that you might give us some feedback as to its clarity and usefulness.

Instructor: Julius Hobson

Course: _____

Student Group(s): _____ Police: 15 Probation: 6 Judges: 4

Pulling together the total responses for each student group you taught during this summer's institutes we find that 90.7% of the police, 93.8% of the probation officers, and 91.0% of the judges reported a positive reaction to your course. Looking at each specific question asked of them to rate the course, in terms of either agreeing or disagreeing, we find the following:

Questions

	<u>Police</u>		<u>Probation & Parole</u>		<u>Judges</u>	
	<u>#Agree</u>	<u>#Disagree</u>	<u>#Agree</u>	<u>#Disagree</u>	<u>#Agree</u>	<u>#Disagree</u>
1. The materials presented in this course were clear to me.	14	1	6	0	4	0
2. Material covered in this course is useful to me in my work.	13	2	6	0	4	0
3. The materials in this course were well related to the materials in the total J.O.I. curriculum.	13	2	6	0	3	1
4. Materials presented in this course did not duplicate Materials presented in other J.O.I. courses.*	14	0	6	0	4	0
5. The assigned readings were valuable to me.	13	0	4	0	3	0
6. The materials of the course were well organized.	14	1	5	1	3	1
7. The course materials were presented at my level of understanding.	15	0	6	0	4	0
8. The instructor stimulated my curiosity about the subject matter and made me want to learn more about the subject.*	14	1	6	0	4	0
9. The instructor stimulated and invited class discussion.	13	2	5	1	4	0
10. The instructor was receptive to the student's point of view even though it differed from his own.	13	1	5	1	4	0
11. Enough visual aids (movies, charts, slides, etc.) were used.*	9	4	3	0	4	0
12. This course was well worth the time and effort required of me.	14	1	6	0	4	0
13. My responsibilities in the course were clearly described in the first course session.	13	1	5	0	2	2
14. I would recommend that this course be retained as part of the J.O.I.	14	1	6	0	4	0
15. The instructor was willing to give personal help in this course if I wished to have it.	12	3	5	1	4	0
16. The right amount of hours were allowed for the material covered in this course. *	12	3	5	1	2	2
17. The instructor did not have any mannerisms or behavior which interfered with my giving full attention to his teaching.*	15	0	6	0	4	0
TOTALS:	225	23	91	6	61	6

* Additional comments on attached sheet.

J.O.I. COURSE EVALUATIONS

VERBATIM COMMENTS

Julius Hobson

This year we asked the students for further information on five of the 17 questions in hopes of clarifying their responses. In years past, we have found that the students responses to these five questions did not provide enough information to really be of much benefit to the instructor. Therefore, the following is a verbatim recording of the students comments on your course to each of the five questions:

- #4: Material presented in this course did not duplicate materials presented in other JOI courses.

JUDGES' COMMENTS

(None given)

PROBATION OFFICERS' COMMENTS

(None given)

POLICE OFFICERS' COMMENTS

The material presented in this course was not duplicated but did relate which was good.

- #8: The instructor stimulated my curiosity about the subject matter and made me want to learn more about the subject.

JUDGES' COMMENTS

Minority groups go beyond blacks - amongst new immigrants such as Italians, Greeks, Moroccons - also require attention.

Excellent manner of presentation. The instructor demonstrated much skill in arousing listening interest.

Manner of presentation of such interest and so well presented, would have spent more time in detail demonstration of strategy.

Encouraged to have some check made locally on school administration to see difference, if any, in allocation of funds.

PROBATION OFFICERS' COMMENTS

I want to read more about this because I feel minority protests have uncovered among other things inefficiency in many gov. agencies, along with the personal bias and prejudices of those who operate them.

Time did not permit a great deal of further investigating and learning. Much should take place back home, however.

Somewhat.

POLICE OFFICERS' COMMENTS

Negative.

The instructor brought out different points of view which I had never seen before or understood.

JOI COURSE EVALUATION - VERBATIM COMMENTS

Julius Hobson

Page 2

(#8, continued, police)

It helped me to get an insight into the operations of a skill-full militant agitator. It helped me to see his goals behind his behavior and most important, to look for them in the future.

I do not have blacks in my community, but if and when I do, I believe I'll be more equipped to relate to them.

His approach to problem solving was different and could prove useful.

He did a very good job and I agree with much of what he stated.

I am interested in hearing a lot of this material locally related.

Only in a small area of the overall problem.

Mr. Hobson's concern regarding group minority relations was transmitted very effectively to those who bothered to attend.

He did so in what he lectured about and reinforced it in the booklets he handed out.

I feel that I will read Hobson's handouts to learn more on this subject.

I have never had the opportunity to listen to a black with the qualities of this gentleman and with his sincerity.

#11: Enough visual aids (movies, charts, slides, etc.) were used.

JUDGES' COMMENTS

The Damned booklets were most enlightening.

Difficult to make a judgment on how more visual aids could be used.

Booklets on "Damned" were informative and realistic.

PROBATION OFFICERS' COMMENTS

The "Damned" information appears to be cold hard facts that state the case quite plainly. Handouts and materials used were excellent.

Only charts in books used.

POLICE OFFICERS' COMMENTS

No visual aids were used.

His two books and pass-outs are very enlightening and he directed his lecture to their end which gave substance to his subject.

The books he gave out are very informative.

Booklets were good.

Charts in his book were useful and easy to understand.

Only hand-outs used.

The two manuals were sufficient because of the speakers ability to present the material in and around it.

If film clips of police and minority group relations are available, they should be used to drive home the point that inequities do exist in the handling of minority peoples by some police agencies.

JOI COURSE EVALUATIONS - VERBATIM COMMENTS

Julius Hobson

Page 3

(#11, continued, police)

I found the charts in the booklets very informative.

No more visual aids than were used were needed.

#16: The right amount of hours were allowed for the material covered in this course.

JUDGES' COMMENTS

Purpose was to point out trends and attitudes - substantiated by facts.

I think more hours could be used but only if it were made substantially greater - and probably need separate course for police officers.

Could have used additional week.

As presented it seems it could have been completed in a couple of sessions. Each session was considerably duplicating preceding sessions.

PROBATION OFFICERS' COMMENTS

Two to three sessions could have been enough to get the information to the class and made the point.

This often is a worn-out subject. However, it was presented in a unique manner, with a different slant and by a dynamic person.

Time could have been used more wisely.

Could have been more hours used.

POLICE OFFICERS' COMMENTS

No more than one session is needed for this course.

I would like to see more time allotted to Mr. Hobson on this subject - no one else could do as good as he does.

I think more time should have been given to this subject. I would have liked the class to have been broken up into groups to discuss these problems in depth.

Gave us enough time, any longer may have been boring.

About enough time for this course.

I feel that he got his ideas across in the four days allowed.

Covered very well.

The amount of material covered seemed to be handled adequately within the allotted time.

Just right.

More time in this area should be available.

#17: The instructor did not have any mannerisms or behavior which interfered with my giving full attention to his teaching.

COMMENTS - JUDGES (None)

COMMENTS - PROBATION

Enjoyed listening to him.

(#17, continued)

COMMENTS - POLICE

He repeated himself due to lack of new information.

I want to say Mr. Hobson was most certainly an excellent instructor of a most difficult subject. His mannerisms and behavior were perfect. A good example for our speech class. Next time have, if possible, the speech instructors, sit in then report back to us in our speech class his techniques of delivery, they were so good we felt more than we were able to see.

I was much impressed with Mr. Hobson. It is unfortunate that all minority group leaders cannot act like Mr. Hobson. He brings to the Institute a great deal of expertise within his field.

STUDENTS WERE ASKED TO MAKE ADDITIONAL COMMENTS IF THEY WISHED.

Judges:

Re: Two young guests on Thursday. The tone and mannerisms of some members of the group, rather than the content, was not conducive to discussion. A panel discussion group with Hobson as moderator would have been more effective.

Probation:

I felt Mr. Hobson did an excellent job at gaining rapport with the group and at putting them in a very receptive frame of mind to listen and accept his challenging ideas. Once again I felt the negative feelings of the JOI participants towards the two fellows who have had long police records should have been explored more fully and dealt with in a more intense manner.

Police:

Police personnel are fed up with this type of course. However, one session giving instructors point of view would be acceptable.

Mr. Hobson is a marvelous and honest speaker and appears to be a great asset to JOI. I appreciated the opportunity to hear him.

Teacher knew what he was talking about at all times. Very good voice and presented his information plainly. The more I think about it, he is quite a manipulator with words. Makes you think a little.

I fully enjoyed Mr. Hobson, excellent speaker - excellent personality - very good message. The young men did not bring much to the program.

The individuals brought in should have more knowledge of what they are talking about, making reference to the two individuals brought in.

I guess it is clear that I enjoyed Mr. Hobson and the type of program he presented to the JOI. His books were interesting and do stimulate you to want to do something about the wrongs and injustice in our own communities.

This is a very important area, and it does not seem to me that we went as far as we could have. There wasn't any suggestion as to how we might develop better minority relations.

Dr. Clendenen: I wish to express my embarrassment for the other police officers in the class. Instead of a class room of 69 students, we were lucky to have 35 people after the first day including the judges. I feel very strongly that our society will not progress when people will not even sit and listen to a speaker. I am sure that Mr. Hobson was aware that many of the students were gone - and I wonder how he feels when representatives of the system he tries to work within will not even take the time to listen when they're being paid. I strongly suggest if at all possible that you enforce your attendance requirements.

MEMORANDUM

TO: The Senate Subcommittee on Labor of the Committee on Labor and Public Welfare

FROM: Julius W. Hobson

SUBJECT: Senate Hearings on S.2515 Dealing with Equal Employment Opportunity Program Enforcement

DATE: October 5, 1971

In 1969, testimony, given by Robert E. Hampton, James Frazier, Jr., and Irving Kator in opposition to the provisions relating to the Civil Service Commission included in S.2453, was supplemented by 12 questions submitted to the Civil Service Commission by the Senate Subcommittee on Labor. Since two years have elapsed, we suggest that more detailed questions be asked and utilized by the committee as a tool of measurement to evaluate CSC effectiveness in implementing the EEO program.

1. Staff Employment

- a. Please list all professional people working full-time in the Civil Service Commission implementing Executive Order 11478; list by office, title, grade, racial or ethnic group, and sex. List regional assignments separately.
- b. What staff increases or decreases for Equal Employment Opportunity functions have been requested for FY 1973?
- c. What effect will the current program of reductions in staffing and grade levels within the federal government have on EEO enforcement responsibilities? Has the commission published any directives relating to EEO and the wage-price freeze?
- d. What effect will these reductions have upon civil rights staffing in various federal agencies, especially those which are scheduled to receive staff increases this year?
- e. Has CSC considered recommending that an exemption be made from reduction requirements for civil rights enforcement staffing? Do you plan to do so?

2. CSC Employment

Please list by categories data for 1971 comparable to that submitted by CSC to this committee on minority employment in CSC (Question 11, page 145, S.2453 Hearings, 1969). Include information by sex as well.

a. Please list by agency the number of complaints filed involving racial or ethnic discrimination and the number of complaints alleging sex discrimination that were considered in FY 1971. Indicate by appropriate categories (informally reconciled by EEO counselor, decided by formal procedures, appealed to CSC) the disposition or current status of such complaints.

b. Of those complaints appealed to CSC, how many have resulted in findings? Of those which have resulted in findings, how many have resulted in substantiation of discrimination? (Distinguish between those with findings of racial or ethnic discrimination and those with findings of sex discrimination.) Of those cases in which discrimination was substantiated, in how many instances have disciplinary actions resulted against those found guilty of discrimination? Describe the sort of disciplinary action taken.

4. Use of Sanctions

During the 1969 hearings, CSC submitted information under Question 6 (page 142, S.2453 Hearings, 1969) that the commission has authority to restrain an appointing authority that has been found to engage in discriminatory employment practices with respect to employment in the competitive service. Have you used this authority; under what circumstances?

5. Monitoring Federal Agencies

a. Have any special studies, evaluations, or analyses of minority employment data or data by sex been conducted by or for CSC? If so, please provide copies. Have these analyses resulted in CSC comments to the agencies concerned? If so, please provide copies of correspondence to the agencies, as well as the agency response.

b. What action has been taken as a result of the Civil Rights Commission report, Federal Civil Rights Enforcement Effort, dated September, 1970?

c. With the new emphasis on upward mobility, what specific plans have been presented to the commission by Cabinet agencies? Please provide a statement of progress, particularly in terms of how many positions were filled as a result of the upward mobility plan. How many special workshop/training sessions have been sponsored by CSC to provide agency personnel and training specialists with practical information on implementing upward mobility directives?

The pamphlet 1-7, published by CSC in March, 1971, specifies on pages 5 through 16 that FY 1970 data unequivocally show that, with the exception of the Postal Service, lower grade employees received less training and spent fewer hours in the classroom proportional to their population and total man-hours than did any other grouping of federal employees. Why? What is being done to reverse this trend? Do minority persons and women still occupy 95 percent of those lower level positions with wages less than \$7,000 per year?

6. Goals and Timetables

a. Please list all agencies that have submitted changes to their affirmative action plans incorporating a numerical "goals and timetables" approach for minority groups in their EEO program. Please list those agencies whose goals and timetables approach has been approved by CSC and indicate the goals. Please list those agencies whose goals and timetables approach has been rejected by CSC and indicate why. Have similar goals been established based on sex?

b. For those agencies that have not yet proposed goals and timetables for their EEO program, what action has CSC taken?

c. Has CSC developed any procedure for interim reviews of agency numerical goals and timetables to measure progress achieved?

7. Training

a. The Public Service Careers program initiated in late 1970 has already provided employment and upgraded training for approximately 5,000 disadvantaged persons. What is the commission doing to increase the effect and influence of this program to improve federal personnel practices at lower grade levels (GS-1 through 5 and equivalent)?

b. In addition to the PSC program, what sort of actions did CSC take during FY 1971 to develop and conduct on its own or to promote within federal agencies training programs designed to improve the skills of minority group employees at lower grade levels, so that they might accelerate in upward mobility? What sort of actions are agencies planning in this regard for FY 1972? What sort of actions are planned by CSC? What have been the results?

8. Testing

a. What are the percentages of test failures in the FSSE and Management Intern examinations among those persons taking such

tests last year at predominantly black institutions as compared to those at predominantly white institutions? Are additional test results available by race? Has any effort been made to compare percentages of test failures for Spanish-surnamed applicants as compared to all others?

b. How have recent court cases influenced recent changes in federal examinations? How are these changes affecting the EEO program?

9. Merit System

How does the commission respond to the following criticism: The merit system is inherently discriminatory because it does not take into account the effects of past discrimination?

10. Damages

The principle of awarding back pay for damages suffered has long been recognized by the courts in private employment discrimination cases. Has CSC requested authority from Congress to provide such assistance to individuals who have been discriminated against? If not, please explain the reason.

11. Equal Status of EEO

Is discrimination by sex given equal status with other forms of discrimination outlined in EO 11478 in the commission's enforcement program? If so, why do the October 31, 1970, data reveal a decrease in the total employment of women, as well as a decrease at higher levels -- grades 14, 16, and 17?

MEMORANDUM

TO: James Joseph, Executive Director, Cummins Engine
Foundation

FROM: Bardyl Rifat Tirana, Member, Board of Education

SUBJECT: The Washington Institute for Quality Education as
a Statistical Consultant to the District of
Columbia Public School System

DATE: April 7, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the agreement, the sources of funds for these services will have to be private foundations. WIQE, with the help of the board, is therefore seeking a grant of \$70,000 for a period of one year in order to fulfill this contract. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a small grant on an interim basis pending the final grant.

BRT:clt
enc.

TO: James Joseph, Executive Director, Cummins Engine Foundation

FROM: Hardy R. Tinsley, Member, Board of Education

SUBJECT: The Washington Institute for Quality Education is a Statistical Consultant to the District of Columbia Public School System

DATE: April 7, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the memorandum, the services of WIQE for this project will have to be private foundations. WIQE, with the help of the board, is currently seeking a grant to fulfill this contract. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a small grant on an interim basis pending the final grant.

BRT:clt

enc.

MEMORANDUM

TO: Dr. Davis Bobrow, Director, Center for International
Studies, The University of Minnesota

FROM: Bardyl Rifat Tirana, Member, Board of Education

SUBJECT: The Washington Institute for Quality Education as a
Statistical Consultant to the District of Colum-
bia Public School System

DATE: April 7, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the agreement, the sources of funds for these services will have to be private foundations. WIQE, with the help of the board, is therefore seeking a grant of \$70,000 for a period of one year in order to fulfill this contract. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a small grant on an interim basis pending the final grant.

BRT:clt
enc.

WORKING MEMORANDUM

TO: The District of Columbia School Administration and
the Board of Education

FROM: Julius W. Hobson, Director, Washington Institute for
Quality Education

SUBJECT: Intelligence Necessary to Maintain Efficient Public
Schools and Wright Decree Compliance

DATE: April 4, 1972

Pursuant to my conversation with the Vice Superintendent of Schools and with some members of the Board of Education, I propose the following:

Intelligence:

1. Where possible, WIQE will produce a plan for the regular collection of data, such as data on special projects, equipment, library books, administrative functions, and so forth.
2. WIQE will produce tab plans that will ask the proper questions to elicit the necessary data to maintain intelligence on the functioning of the public schools and will devise a standard form of these data that can be kept up-to-date through the years. Attached are examples of the kinds of data that WIQE proposes to collect, analyze, evaluate, and present.
3. WIQE will provide a schedule on the estimated amount of work and the kind of work that will be required of the D. C. public schools, in order to acquire data; for example, existing school equipment inventories could be the basis of a chart on equipment and supplies. The whole collection of the necessary data will be done by WIQE, provided we are given access to sources by the public schools.
4. WIQE will produce a plan for the utilization of compensatory expenditures in those schools that are eligible for expenditures under law.
5. WIQE will devise a system of accounting that will deal with cost/analysis and efficient utilization of administrative functions (overlapping functions and so forth).
6. All WIQE plans for compliance will deal with second semester enrollment changes.

Up to now, the difficulty in complying with the Wright decree has manifested itself in the failure of the school administration to come up with solid, correct, fundamental data on which to base computations to show compliance. WIQE proposes to do that. Furthermore, the 1967 Wright decree, which dealt with the track system, the distribution of books and supplies, the availability of equipment, the integration of the teaching faculty, and the utilization of special

projects, still faces the school administration. The mere placing of teachers' salaries in the elementary schools within 5 percent of the city-wide average does not satisfy the total requirements of the Wright decree from 1967 through 1971.

In 1971, the court gave the school administration wide latitude in working out methods of compliance. The administration still has the power to do more than just transfer teachers around, which may or may not improve education. WIQE proposes to come up with a plan for compliance that will satisfy all the requirements in the decree from 1967 to date and that will improve the quality of education offered the children in this community.

In order to accomplish this, certain information is necessary. WIQE proposes to collect that information and to present it to the Board of Education in the necessary forms, examples of which follow:

1. A chart showing special projects and programs, their sources and funds, the numbers of people working on them, the numbers of children affected by them, and the benefits accrued to the children as a result of having participated in these projects and programs.
2. WIQE proposes to prepare for the administration and the school board a chart showing the distribution of equipment and supplies (equipment inventory chart).
3. In order to satisfy that part of the decree dealing with equal education, WIQE proposes to prepare curriculum progress charts in the basic subjects offered by the public schools, such as current progress in English, mathematics, and history shown by school for the junior and senior high schools of the District of Columbia.
4. WIQE proposes to prepare a chart dealing with textbooks -- how many there are; where they are located; where they are needed; whether they are up-to-date or whether they are obsolete.
5. WIQE proposes to prepare a chart on school libraries that will show the books in libraries by school, by subject.
6. WIQE proposes to make available to the school administration and the Board of Education a chart showing tuition grants by school, by location, and by cost.
7. WIQE proposes to furnish the school administration and the board with a chart showing the administrative positions in the public schools by school and the cost of these administrative positions to the entire school system.
8. WIQE proposes to put the schools in compliance with the Wright decree within 30 to 45 days and to devise a statistical formula that can be used to maintain intelligence on whether the schools are in compliance for a period of one year.
9. WIQE proposes to present to the school administration and the board three alternative plans for compliance:

- a. Dealing with the movement of teachers.
- b. Dealing with the changes in some school boundaries.
- c. Dealing with the redistribution of certain special projects financed out of regular budget funds.

We will present to the Board of Education and the school administration upon the acceptance of this proposal a detailed outline of the direction to be followed. WIQE proposed to do this and to work continuously for a period of one year for the sum of approximately \$50,000 to \$70,000. WIQE will work exclusively for the school system during the life of this contract.

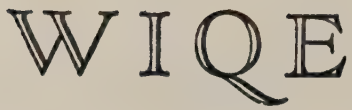
WIQE agrees that all information collected in connection with this proposal will be in-house, confidential work released only by the members of the Board of Education and the school administration for the purposes of progress reports to the public. WIQE will, under no circumstances, release any of these data or findings or make criticisms of the school administration or the board in connection with these findings within the course of the one year or the life of this contract.

WIQE expects that the school administration and/or the Board of Education will be helpful in obtaining funds to finance this project. One suggested source of funds that looks promising would be private foundations. Some foundations have expressed interest in funding such a project and "will give formal consideration once it has been formalized."

If the WIQE work fails to put the schools in compliance or if the work is inaccurate, we agree to repay any funds that we have received.

JWH:clt

attachments



WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

MEMORANDUM

TO: Tom Pero, General Manager, WRC-TV
Noyes Scott, Station Manager, WRC-TV
Taber Bolden, Personnel Director, WRC-TV

FROM: Julius W. Hobson, Director, WIQE, and Duly Chosen Representative of Norman Wilkerson

SUBJECT: Our Meeting of Tuesday, April 11

DATE: April 16, 1972

Pursuant to our meeting of Tuesday, April 11, 1972, we are presenting the following observations and requests in connection with the dismissal of Norman Wilkerson from WRC-TV.

Based on data supplied by WRC-TV itself dealing with the question of employment utilization of black manpower resources, we have discovered that there is an evident employment pattern. WRC is licensed in the District of Columbia proper, where 73 percent of the population is black; yet, out of a total of almost 430 employees, only 76 or merely 18 percent are black. Published employee data show that there are few, if any, blacks in managerial or executive positions. Out of the 63 people employed by the station and classified as managers and executives, only three are minority group members. Of the 153 technical employees, just 18 or nearly 12 percent are black. Out of nine sales people, two can be classified as minority or black. All of the laborers at the station are black.

It is within the framework of this pattern that we pursue the question of the firing of Mr. Wilkerson, who joined with me (Julius Hobson) and other employees of WRC-TV to protest publicly employment discrimination at a press conference held on March 30, 1972. Prior to this, Mr. Wilkerson was given a letter of warning dated March 21, 1972, signed by Bill Leonard, alleging Mr. Wilkerson's failure to perform his duties as Associate Producer on the Perspective show and threatening termination of his employment. On March 7, 1972, another memo from Mr. Leonard informed Mr. Wilkerson that he had been terminated as an employee of WRC-TV.

Conversations with you regarding this matter lead us to make the following assertions:

It is hard to believe that Mr. Wilkerson's firing had nothing to do with the fact that he was one of the employees in the forefront of the fight for better jobs for blacks at your station.

It is reasonable to assume, looking at your present employment pattern, that Mr. Wilkerson has indeed some justification in his concern about job discrimination against blacks at WRC-TV.

Starting as far back as October, 1971, Mr. Wilkerson, in conversation with Mr. Leonard and Nelson Williams, voiced his problem with having to report to three different people at the station. He expressed some confusion as to who his supervisors were. He further stated that, in the light of this confusion of reporting, he was unable to perform as efficiently as if he had had one single, expressly designated supervisor.

As I explained in conversation with you on April 11, the perspectives of black employees in the context of their experiences are quite different from those of the managers of WRC.

We are not in this memo contesting or discussing the merits of the percentage of time spent by Mr. Wilkerson in his various duties at WRC. We are simply submitting that his supervision, such as it was, led to confusion and also affected his ability to perform as well as he might have under more favorable circumstances. We, therefore, request the following:

The reinstatement of Mr. Wilkerson should be considered immediately. He should be restored to his former capacity with a specifically designated job description and clearly defined functions. As an associate producer or as a producer, Mr. Wilkerson has asserted that he can and will perform efficiently, given normal conditions and compatible supervision.

It is essential that any community that is 73 percent black with a history of discrimination against blacks inspire those who feel the need to protest unfair employment practices. It is a tribute to the blacks at WRC that they have called these conditions to the attention of management.

From a public relations point of view, as well as from that of intelligent management, it would be well to avail these blacks of the democratic process in their employment, which would include fair

recruitment and promotional opportunities. It is indeed unbelievable that the firing of any one of these employees does not stem directly from their protest.

Our objective in challenging the license of WRC-TV is pointed directly toward these problems, and we are more interested in solving these difficulties than we are in stopping the license. We believe that, based on station data, there should be an immediate formation of a management-employee counsel with duly chosen representatives on each side to upgrade the situation of black employees at once.

We would like to set up an appointment with you for Friday, April 21, to deal with this request and with other aspects of our pending challenge in terms of ascertainment and the editorial policy of your station.

JWH:clt

WRC TV'S RELEVANCE TO THE D. C. COMMUNITY: JOB DISCRIMINATION, EDITORIAL POLICY, ASCERTAINMENT

Recent events clearly show that Black people employed in the communications media are becoming increasingly aware of the second class roles to which they are being assigned in the gathering, evaluation, analysis, and presentation of news. The printed, as well as the broadcast media, are experiencing upheavals of protest from Black employees that have been consigned to lesser and insignificant roles in communications.

WRC TV, owned and operated by NBC, is indeed no exception to the rule. WRC is licensed in the District of Columbia proper, where 73 percent of the population is Black; yet, out of a total of almost 430 employees, only 76 or merely 18 percent are Black. Published employee data show that there are few, if any, Blacks in managerial or executive positions. Out of the 63 people employed by the station and classified as managers and executives, only three are minority group members.

According to published data, of the 153 technical employees, just 18 or nearly 12 percent are Black. Out of nine sales people, two can be classified as minority or Black. All of the laborers at the station are Black, and so on.

The Black employees are now in the process of gathering, analyzing, and preparing data on job discrimination, violation of laws dealing with ascertainment, and anti-social editorial policies of the station. These data will be used to challenge the license of WRC TV before the Federal Communications Commission at the proper time.

Over the last two and a half to three years, WRC has either fired or caused to resign some eight Black employees, the most recent of which was forced out in the last two weeks. Most of these employees have been active in protesting the discriminatory hiring and promotion practices of NBC-WRC.

Some employees have already filed complaints against WRC with the Equal Employment Opportunity Commission. The objective of this challenge goes beyond appealing to the Federal Communications Commission or EEOC, both of which are government agencies and both of which practice discrimination in employment of Blacks. We hope by these methods to lay a foundation for court action.

The FCC is as racist as WRC. For example, about 76 percent of its 258 GS Black employees are held down to grades 6 and below. FCC has one Black GS-15 out of a total of 112 and no Black 16, 17, or 18's.

EEOC, a commission which has never withdrawn a government contract because of discrimination, confines almost 40 percent of its Black employees to grades 6 and below and has a notorious history of doing nothing about job discrimination.

This press conference is designed, not to deal in specifics, but to alert the entire community to this effort and to demand that TV programming speak to the needs of the people in this city. We are soliciting organizational and individual help in order to carry out what we think will be a successful challenge.

MEMORANDUM

TO: Ivanhoe Donaldson, Resident Fellow, Institute for
Policy Studies

FROM: Julius W. Hobson, Director, Washington Institute
for Quality Education

SUBJECT: The Washington Institute for Quality Education as
a Statistical Consultant to the District of
Columbia Public School System

DATE: April 7, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the agreement, the sources of funds for these services will have to be private foundations. WIQE, with the help of the board, is therefore seeking a grant of \$70,000 for a period of one year in order to fulfill this contract. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a small grant on an interim basis pending the final grant.

I am sending you this to keep you up to date on the proposal. You are aware that we are in need of emergency funds. I have been promised help in terms of acquiring money from the

TO: Julius W. Hobson, Director, Washington Institute

FROM:

SUBJECT: The Washington Institute for Quality Education as
a Statistical Consultant to the District of
Columbia Public School System

DATE: April 11, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the memorandum, the Institute is to have the help of the private foundations. WIQE, with the help of the private foundations, is to have the help of the private foundations. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a grant on an interim basis pending the final grant.

I am sure that you will find this proposal of interest. We are in need of emergency funds in terms of acquiring money from the

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

ANITA FORD ALLEN, PRESIDENT
JAMES E. COATES, VICE PRESIDENT
MURIEL M. ALEXANDER
CHARLES I. CASSELL
EDWARD L. HANCOCK
NELSON C. ROOTS
ALBERT A. ROSENFELD
MARTHA S. SWAIM
MATTIE G. TAYLOR
BARDYL R. TIRANA
EVIE M. WASHINGTON
GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

January 4, 1972

Memorandum to the Superintendent

From: Bardyl R. Tirana *B.R.T.*
Chairman, Committee on the Budget

Re: Projected \$3 million Overrun for FY 1972.

I have read with some concern the recent reports in the newspapers of press conferences conducted by your administration, in which the administration predicted that the public schools will have a \$3 million overrun for FY 1972. The administration has suggested as a remedy substantial reductions in teaching staff, elimination of summer school and curtailment of other education programs.

The tenor of the administration's statements to the press indicates its belief that the Congress and City Government are to blame for this crisis. I do not believe this is the case for the reasons set forth below. I am making this memorandum public, because I have raised many of my concerns about the FY 1972 budget before but have received no response.

1. The Board of Education does not yet even know how much money it spent in FY 1971. Although I have repeatedly asked for a year-end financial statement for FY 1971 (twelve months ending June 30, 1971), the administration still has failed to furnish me one. On November 17, 1971 at the Board meeting, the administration conceded that the year-end statement was available, but still has not been furnished to any Board member or the public. HOW CAN THE CONGRESS AND CITY GOVERNMENT BE BLAMED FOR OVERRUNS WHEN THE BOARD ITSELF IS NOT GIVEN THE INFORMATION TO KEEP TRACK OF HOW ITS FUNDS ARE SPENT?

2. The Board of Education, despite my repeated requests, has not received any monthly financial statement for the six months which have already elapsed in FY 1972. These statements are and should be available to the Board and you within two or three weeks after the close of each month. HOW CAN THE BOARD ANTICIPATE A \$3 MILLION OVERRUN FOR FY 1972 WHEN THE ADMINISTRATION HAS FAILED TO ADVISE US WHAT HAS ACTUALLY BEEN SPENT FOR THE FIRST SIX MONTHS (July 1, 1971 through December 31, 1971)?
3. The fact that the administration apparently does not regularly receive and review financial statements is even more disturbing than the administration's failure to provide them to the Board. HOW CAN THE ADMINISTRATION GOVERN ITS BUDGET RESPONSIBLY WITHOUT REFERENCE TO THE FINANCIAL STATEMENTS? (If the administration is receiving and reviewing financial statements, but has not distributed them to the Board, then the administration is failing in its duty to keep the Board and public informed.)
4. The administration grossly mismanaged the FY 1971 budget, if the financial statement for the eleven months ending May 31, 1971 is correct. (Unfortunately, this is the last financial statement which I have had the benefit of receiving.) That statement projected a total overrun (deficit) in the regular operating budget of \$2,140,577 for FY 1971. Worse yet, there was a projected overrun in administrative services of \$3,955,930. The administration took a projected \$868,785 of allotted funds from deaf, dumb, blind and retarded children in special education to finance the overrun in administrative services. The balance of the overrun was financed by a projected \$1,624,307 taken out of elementary education and \$845,000 taken out of secondary education. It is small wonder we have had difficulty in special education. IS ANY PART OF THE PROJECTED \$3 MILLION OVERRUN FOR FY 1972 A CARRYOVER OF THE ADMINISTRATIVE OVERRUN OF \$2,140,577 FROM FY 1971? (If so, Congress may not be at fault for our problem in FY 1972.)
5. As a result of receiving the May 31, 1971 financial statement, I was able to identify for the public schools a projected \$10,569,688 in unspent federal funds to be carried forward from FY 1971 to FY 1972. While at the time the administration insisted that these funds could not be spent, Mrs. A. F. Allen and I demonstrated at one midnight meeting in July, 1971 that

these funds were available to be spent for the benefit of the children immediately. At the Board's November 19, 1971 meeting, the administration conceded that the federal fund carryforward could be spent, and took \$3,191,430 in Impact Aid funds alone carried forward from FY 1971 to supplement the FY 1972 budget. More than half of this \$3 million wind-fall which the administration had not anticipated has been applied to administrative non-school based expenditures. IS NOT THE PROJECTED \$10,569,688 FEDERAL FUNDS CARRYFORWARD FROM FY 1971 MORE THAN ENOUGH TO COVER THE FY 1971 OVERRUN AND FY 1972 OVERRUN WITHOUT FIRING TEACHERS AND CUTTING BACK ON EDUCATION PROGRAMS?

6. In July, 1971, in preparing for compliance with the Wright decree, we estimated a FY 1972 regular operating budget of approximately \$142 million. The actual appropriation was in fact approximately \$142 million. WHY DO WE HAVE A PROJECTED OVERRUN WHEN OUR FY 1972 APPROPRIATION IS APPROXIMATELY WHAT WE ESTIMATED?
7. On November 30, 1971, I sent for purposes of discussion with the Board a letter with 13 questions as to the administration's recommendations on the policies and guidelines which affect the budgeting and expenditure of public school funds. (A copy of my letter is attached.) The Board has received no response and is totally without direction and leadership in respect to its responsibility for public school funds. WHEN MAY THE BOARD EXPECT THE ADMINISTRATION'S RECOMMENDATIONS AS TO ITS ROLE IN BUDGETING AND EXPENDITURES?

We understand that the City Council had requested that the Chief Budget Officer appear and testify on January 5, 1972 on the reported \$3 million overrun for FY 1972. We understand further that the City Council has cancelled that proposed hearing in deference to the Board's scheduled briefing by the administration on January 6th, the public hearings on the budget on January 11th, the public Budget Committee meeting on January 17th, and the full Board meeting on January 19th.

In order properly for the Board and public to be prepared for the briefing of January 6th, and also for the subsequent hearings and meetings, the administration should deliver to all members and members-elect of the Board (and also all persons on the attached distribution list) copies of the following:

January 4, 1972

- a. Year-end financial statement for FY 1971 covering regular operating budget, capital outlay budget, federal funds budgets, and charitable contributions budgets.
- b. Monthly financial statements for regular operating funds and all federal funds for July, August, September, October, November and December, 1971. (If December statements are not yet available, state the estimated date for publication.)
- c. Current projections for expenditures of all funds for FY 1972. (See Exhibits A & B to financial statements for month ending May 31, 1971.)
- d. Responses to each of the questions raised in paragraphs 1 through 7 of this letter.
- e. Responses to the questions raised in my letter of November 30, 1971 on the budget.
- f. The line-item budget for FY 1972 as prepared by the Appropriations Conference Committee of the Congress consistent with the actual FY 1972 appropriations.

I strongly believe that it is possible to have good public education in the District of Columbia. I firmly also believe that we can substantially improve public education within our present resources.

We must tighten up on our procedures for budgeting and expenditures. I look to you to take the leadership in this area.

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

ANITA FORD ALLEN, PRESIDENT
JAMES E. COATES, VICE PRESIDENT
MURIEL M. ALEXANDER
CHARLES I. CASSELL
EDWARD L. HANCOCK
NELSON C. ROOTS
ALBERT A. ROSENFELD
MARTHA S. SWAIM
MATTIE G. TAYLOR
BARDYL R. TIRANA
EVIE M. WASHINGTON
GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

November 30, 1971

Dr. Hugh J. Scott
Superintendent of Schools
Presidential Building
Washington, D. C.

Dear Dr. Scott:

By a copy of this letter, I am giving all members and members-elect of the Board of Education notice of a closed conference among your staff, the Budget Committee and you to be held in the Superintendent's Conference Room at 5:30 p.m. on Monday, December 6, 1971. The purpose of the conference will be to discuss action required by the Superintendent and the Board on the FY 1973 budget.

I would be grateful if at the conference we could discuss the following issues:

1. What are the order of priorities and how will they be reflected in the Superintendent's draft budget?

COMMENT: Will the number one priority continue to be the Academic Achievement Plan, and the number two priority Special Education? Will the draft budget clearly set forth what new is being recommended to give effect to the priorities?

2. Should the budget contain more than one level of funding?

COMMENT: In FY 1972, the Board submitted to the Mayor a budget reflecting three different levels of funding, \$155 Million, \$187 Million and \$225 Million. The \$187 and \$225 Million levels were largely ignored, although they represented in the Board's opinion a fair statement of need. Does the Board again wish to submit a multi-level budget, and if so, what should the spread be between the different levels?

3. What should be the budget's minimum level of requested funding?

COMMENT: In FY 1972, the Board's minimum request was \$155 Million, rejecting the Mayor's directive that the budget be submitted at \$144 Million. The City Council overrode the Mayor and approved a budget of \$146 Million, and this was the figure transmitted to the House Appropriations Subcommittee for the District. On November 29, 1971, the full House Appropriations Committee approved a level of funding of approximately \$141 Million. The FY 1972 appropriation will not be known until later this year. Does it disrupt the planning process for the schools to have a minimum request as far removed from reality as the \$155 Million budget appears to have been? If so, what should the Board's minimum request be, and how can our real needs beyond the amount of the request be expressed?

4. How should the budget treat Impact Aid?

COMMENT: At our November Board meeting, you expressed the opinion that Impact Aid should be treated as regular operating funds and available to support general administrative, instructional and other services. If so, should not the Impact Aid Budget be considered together with the regular operating budget, with only the aggregate of the two budgets being of substantive importance for the Board?

5. How should the budget treat Federal Funds other than Impact Aid?

COMMENT: The manner in which Title I and other Federal funds are spent may significantly affect the carrying out of the Board's priorities. Must not the Board, therefore, consider the FY 1973 Federal Programs Budget in reaching a decision on the regular operating budget?

6. Will the budget clearly reflect programs and programmatic responsibility for the sound expenditure of funds?

COMMENT: Past budgets have not permitted the Board or public easily to identify total funds spent for specific programs. Nor have past budgets permitted identification of the members of your staff responsible for expenditure of specific segments of budgeted funds. For instance, with a budget category of "Elementary Education", it is impossible

to determine what funds are being allocated to Regular Schools, Model Schools or Experimental Schools, and who is responsible for them. Can this be corrected for FY 1973?

7. Will the budget permit monthly financial projections and monthly financial statements to ensure that funds are actually expended as budgeted?

COMMENT: The failure to budget on a monthly as well as annual basis, and to report expenditures promptly on a monthly basis, has deprived the school system of a major tool for fiscal control. In FY 1971 there was a major overrun in administrative and total expenses which could have been avoided if the Board had been supplied monthly financial statements. Also in FY 1971, there were under-obligations in Special Education, where every penny budgeted should have been spent. Is not the manner in which we actually spend money even more important than the budgeting process?

8. Will the budget reflect clearly where all personnel in the school system will be assigned and the nature of their duties, and where all funds will be spent?

COMMENT: In the past, it has been impossible from the budget to distinguish clearly between school based and non-school based personnel assignments. Should we not be able to determine clearly where our funds are being spent, and the proportion of total funds going into overhead, both inside and outside of the schools?

9. Will the management recommendations of Price Waterhouse be incorporated into the budget?

COMMENT: Ford Foundation has funded a review by Price Waterhouse and Company, a distinguished national firm of public accountants, of certain management practices of the public schools. The Price Waterhouse study was high on your list of work in progress as reported to Representative Ancher Nelsen and the Commission on the Organization of the Government of the District of Columbia. Are there any recommendations of Price Waterhouse that should be funded or otherwise incorporated into the FY 1973 budget?

10. Will all of the Superintendent's proposed programs for FY 1973 be reflected in the budget?

COMMENT: The Board anticipates that you will recommend to it shortly a program for decentralization of the school system. Is decentralization, and any other substantial new programs which you are considering, reflected in your draft budget?

11. Does the draft budget contemplate a thorough review of our capital outlay program?

COMMENT: Our own enrollment figures, as well as 1970 census figures, furnish a basis for projecting declining total enrollment. At the same time, there have been major shifts in population towards, and increased enrollment in, the area east of the Anacostia River. Does not our entire capital outlay program need review? Will not the new twenty-year leasing authority given District agencies provide a more flexible and economical approach to meeting space needs? In addition, should not the FY 1973 budget take into account a move out of the Presidential Building into cheaper, more usable and more convenient space?

12. What authority do you feel you do not now have from the Board, the District Government or the Congress which you should have in order soundly and effectively to administer the funds that will be appropriated in response to the FY 1973 budget?

COMMENT: Correspondence among the Chairman of the Senate Appropriations Subcommittee, Mayor Washington and me last Spring have indicated, at least to my satisfaction, that the line item budget need not be and is not a restraint on the sound and flexible expenditure of regular operating funds. However, you have indicated that you have had continuing problems from and interference by the District Government in personnel classification and hiring practices, procurement, contracting, financial reporting and similar management areas. If you would detail specifically the areas of difficulty, the Board may be able during the budget process to work out areas of agreement with the District Government, clarify powers through litigation or seek new legislation to ensure that the Board and Superintendent have the authority needed soundly to administer the expenditure of funds.

13. Will the budget reflect the priorities, programs and recommendations of the teachers, principals, parents and students in the individual schools?

COMMENT: In many of the elementary schools, principals, teachers, and parents have expressed a desire for the substitution of reading specialists for other special subject teachers. Have we ensured that the necessary input from the individual schools has been received and incorporated into specific budgetary estimates and recommendations?

November 30, 1971

I look forward to meeting with your staff and you on December 6th.

Sincerely,

Bardyl R. Tirana
B.R.T.

Bardyl R. Tirana
Chairman
Committee on Budget
and Capital Outlay Projects

cc: Members, Board of Education
Members-elect, Board of Education

January 4, 1972

Mr. Tirana's Distribution List On All Items
Concerning D. C. School Budget

All Board Members

Miss Irna Moore
The Washington Post

All Board Members-Elect

Mr. Edward Morgan
ABC News Bureau

The Honorable Daniel K. Inouye
and Members, Senate Appropriations
Subcommittee on District of Columbia

Mr. George Allen
WTOP-TV

The Honorable William H. Natcher
and Members, House Appropriations
Subcommittee on District of Columbia

Mr. Bryson Rash
WRC-TV

The Honorable Thomas F. Eagleton
and Members, Senate District Committee

Mrs. Susan Truitt
WTTG-TV

The Honorable John L. McMillan
and Members, House District Committee

Mrs. Arthur W. Gardner
4880 Glenbrook Road, N.W.

The Honorable Ancher Nelsen
and Members Commission on the Organization
of the Government of the District of Columbia

Mr. William H. Simons
President, Washington Teachers'
Union

The Honorable Walter E. Washington
Mayor-Commissioner
District Building

Mr. Norman S. Anthony, Chairman
Council of School Officers

The Honorable Gilbert Hahn, Jr.
and Members of the City Council

Mr. James M. Leak, Council Director
D. C. Federation of State, County
and Municipal Employees
AFL-CIO

Mr. Richard Hollander
The Daily News

Mr. Julius W. Hobson
Washington Institute for Quality
Education

Mr. Phil Hilts
The Daily News

Mr. George Beveridge
The Washington Evening Star

Mrs. Nancy Harrison, Chairman
D. C. Citizens for Better Public
Education

Miss Lynn Dunson
The Washington Evening Star

Mrs. Anita F. Allen
301 Oneida Street, N.E.

Mr. Robert Asher
The Washington Post

Mr. Comer Coppie
D. C. Budget Officer

Mr. Lawrence Feinberg
The Washington Post.

Col. Sam D. Starobin
D. C. Dept. of Building and
Grounds.

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
PRESIDENTIAL BUILDING
415 TWELFTH STREET, N. W.
WASHINGTON, D. C. 20004

ANITA FORD ALLEN, PRESIDENT
JAMES E. COATES, VICE PRESIDENT
MURIEL M. ALEXANDER
CHARLES I. CASSELL
EDWARD L. HANCOCK
NELSON C. ROOTS
ALBERT A. ROSENFELD
MARTHA S. SWAIM
MATTIE G. TAYLOR
BARDYL R. TIRANA
EVIE M. WASHINGTON

GERTRUDE L. WILLIAMSON
EXECUTIVE SECRETARY

January 5, 1972

Memorandum to Members and Members-Elect of the Board

From Bardyl R. Tirana

Re: Projected \$3 Million Deficit for FY 1972

The Superintendent has raised a question as to why I made public distribution of my memorandum of January 4th criticizing the administration for failing to provide the Board financial reports. The answer is quite simple: Board members and the public have a right to know how public school funds are spent. Indeed, Board members have a duty to know.

I have been asking for financial reports consistently since I came on the Board in January, 1970. I thought the problem had been solved when in May, 1971 the Board was given the first monthly report in recent public school history -- for the month ended April 30, 1971. Then in June, the Board also was given a report for the month ended May 31, 1971, and also projections for FY 1971, ending June 30, 1971.

The projections embodied substantial discrepancies and potential overruns. The administration at that time told the public and the Board that the financial reports were incorrect. However, instead of distributing corrected reports, the administration then issued no further reports to us at all.

By the Board's October 20, 1971 meeting, I felt strongly that the Board and administration had lost control over expenditures. An extract from the minutes of that meeting follows:

"Mr Tirana reminded the Superintendent that the Board had not received a year-end financial statement and it was now past mid-October. Further the Board had not received a financial statement for July, August or September and

he did not think anyone of the Board members know how the money was being spent. For that reason, he said he did not think anyone could say that the money was not available to put children in school when it was the Board's constitutional duty to do so.

"Responding to Mr. Tirana's comments, the Superintendent stated that every major school system in the country did not have enough money and were going broke." (p. 23)

The Board still had not received a FY 1971 year end statement, or any monthly statement for FY 1972 by the November 17, 1971 Board meeting. I again requested such statements, and the Superintendent said that they had come to his desk for review and would be distributed to the Board. The following is an extract from that meeting:

"Further commenting on Mr. Tirana's steady reference to projected budget figures, the Superintendent suggested that he confer with the Budget Director and examine the matter and hopefully the two of them could come up with some conclusions.

"Mr. Tirana stated that he would be delighted to do so, and in fact, know the facts and where he can get a year-end statement which shows the true facts." (p. 42)

I did confer with the Budget Director who advised again that statements were in existence, but that their release and distribution to the Board and public were awaiting review and correction by the Superintendent's office.

On November 30, 1971, I sent to the Superintendent a detailed letter on the budget, again embodying my concern about adequate financial statements. I have had no response to that letter.

At the Board's conference with the Superintendent on December 6, 1971, the need for adequate financial reporting was discussed privately with the Superintendent by other Board members and me.

When over the Christmas and New Year's holidays I read of the projected \$3 million overrun for FY 1972, I could see that my fears of the last several months might be justified. Because of the lack of adequate financial reporting to the Board, and accompanying lack of financial control, a potential crisis had been permitted to develop.

I did not think I individually could responsibly have permitted the matter to drag on any further. Immediate corrective action was required. The history of inaction by the administration to my requests for financial reporting was such that the only adequate remedy which would be timely would be public disclosure.

I might add that my past public letters on the budget have been fruitful. See, for instance, the exchange between the Senate Appropriations Subcommittee and me establishing the authority of the Board to deviate from the line-item budget when circumstances warrant. (Reproduced in the Senate Hearings on the FY 1972 budget at pp. 1342-1345, copy attached.) See also letter of David R. Obey, Member of the House Appropriations Subcommittee, dated December 21, 1971, a copy of which is attached.

Only through public understanding of our problems will we be able to get the help to solve them. The Board's credibility is vital to its success. The answer is to open the public school system to the public, not close it down.

One other major issue, besides public disclosure, is before the Board on this present budget crisis. The Board must take the responsibility for handling the crisis and holding accountable those who permitted it to come into existence. If the Board does not, others will outside of the school system, and the Board will lose a measure of the authority it now has.

B. R. Tirana



1342

EDUCATION

PUBLIC SCHOOLS

LETTER OF MR. TIRANA

Senator INOUE. Our next witness was to be Mr. Bardyl Tirana, a member of the Board of Education. He has submitted a letter. Without objection, his letter will be made a part of the record.

(The letter and the official response follow:)

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
 PRESIDENTIAL BUILDING
 415 TWELFTH STREET, N. W.
 WASHINGTON, D. C. 20004

MR. TIRANA REQUESTS

THAT THIS LETTER BE

ACCEPTED AS HIS

STATEMENT

March 29, 1971

Honorable Daniel K. Inouye
 Chairman; Subcommittee on the District
 of the Senate Appropriations Committee
 United States Senate
 Washington, D. C.

Dear Mr. Chairman:

I am deeply concerned that the success of the Subcommittee in uncovering waste and disinterest by District agencies is having one very damaging side effect. The aggressive action of the Subcommittee is unwittingly perpetuating a myth -- the myth that District officials and citizens are powerless to solve their own problems because of Congressional control over every detail of the city's life.

The annual appropriations hearings appear to be a painful experience that District officials endure, and then at their conclusion return to "business as usual". When the public raises its meek voice to ask why the quality of life in the Nation's Capitol continues to deteriorate -- the scapegoat is the Congress. How often have we heard the excuse, "Well, we can't do anything about it because Congress won't give us the money or authority"? In a city whose citizens are denied the right of self-government accorded all other Americans, the "Congressional Scapegoat" theory of failure is easily accepted.

I urge the Subcommittee to help dispel the principal myth -- the line-item budget. Everybody -- the city government, the School Board, the school administration, citizen groups, parents and teachers -- assumes that by some mysterious process every one of those countless lines in the budget has the force of law from which there can be no deviation. The line-item budget is the principal excuse offered for the failure constantly to examine expenditures and to make justified changes for improved efficiency and delivery of services to the classroom.

The line-item budget is only an estimate of needs. (D.C. Code, 31-104) The appropriations for the public schools generally are contained in just one sentence in the D. C. Appropriations Act. Indeed, your Subcommittee has long encouraged sensible reprogramming of funds and the justified departure from the line-item budget. As recently as in the FY 1970 D. C. Appropriations Report, the Senate Appropriations Committee stated:

"The committee is mindful of problems inherent in long-range budget planning and it is not the intention of the committee to restrict unduly the District government's flexibility in the fine and timely refocusing of the myriad activities covered by this appropriations bill"

As a matter of policy and sound coordination between the Congress and District agencies, the Subcommittee has only requested 10 days advance notice for reprogramming of operating funds for reorganizations, creation of new programs, or substantial augmentation of existing programs. Constructive consent to the reprogramming is granted if no objection is raised within 10 days after submission of the request. You have not even asked for notice as to the transfer or reprogramming of operating funds of less than \$25,000 between approved programs or activities.

Since the day the first elected School Board took office, there has been no instance to my knowledge in which either your Subcommittee or the counterpart in the House of Representatives have objected to a request to reprogram school operating funds. In short, there is no rational basis for the widely-held belief that the Congress has produced the rigidity which has characterized wasteful and unresponsive administration.

Ultimately, the only solution to government in the District is Statehood or its equivalent, so that the full responsibility of citizenship will fall on and be met by our community. In the interim, however, the Subcommittee can help the schools by:

1. Dispelling the myth that the line-item budget prevents the School Board from using its operating appropriation wisely and from adjusting expenditures to changing needs.
2. Encouraging periodic review of authorized capital outlay projects, and reprogramming of funds where advisable, in order to meet constantly shifting student populations, educational criteria, and design and construction requirements. (The present capital outlay process has tended to produce expensive buildings which are obsolete at the time of completion.)

I would welcome the opportunity to testify before the Subcommittee on the School Board's budget, or to submit further written comment. I appreciate your consideration.

Sincerely yours,

Bardyl R. Tirana
Member, Board of Education

Response to Mr. Bardyl Tirana
Member of the Board of Education
on Line Item Budgets

The comments made regarding the line item budget and the extent of commitment to that budget describe a concept of budgeting with which we fully agree.

The budget estimates for the District of Columbia are prepared many months before the beginning of the fiscal year. They represent the best possible estimate at the time of agency needs; obviously time and changing conditions will affect that estimate -- even subsequent to the final enactment into law of the appropriation act. This means that the operating agencies of the District government must have the flexibility necessary to deal with situations as they develop. The District of Columbia has found that by and large the reprogramming guidelines under which we have been operating over the past years have been conducive to the flexibility we must maintain.

These comments made by Mayor Washington on Wednesday, April 21, at the concluding Committee session on the question of reprogramming should be re-emphasized.

"During the Senate Hearings, much attention has been devoted by the Committee to specific line-items of Department budgets. Any focus on line items should not obscure the fact that a budget plan is just this: a plan by which the public administrator seeks to accomplish a particular task. It is an expression of the resources required: men, supplies, motor vehicles, equipment or whatever. A budget is far more, however, than just an expression of "input." It must also be an expression of "output", focusing on what we are accomplishing with these resources, and looking at whether our programs are effective in meeting their objectives. If change in the line item budget plan is necessary to maximize our effectiveness, then the freedom to change must be available to us.

".... Reprogrammings are one means of such change. Reprogrammings do not represent new initiatives which are counter to the basic policies implicit in the approved budget; they do represent the important principle that the District government must have sufficient flexibility to meet emergency situations and particular requirements as they arise."

APPROPRIATIONS

DISTRICT OFFICE:
FEDERAL BUILDING
317 FIRST STREET
WAUSAU, WISCONSIN 54401
PHONE: 715-842-5606

HOME SECRETARY:
JERRY MADISON

FIELD REPRESENTATIVE:
LAWRENCE DAHL

Congress of the United States
House of Representatives
Washington, D.C. 20515

SUBCOMMITTEES:
INTERIOR
DISTRICT OF COLUMBIA

WASHINGTON OFFICE:
415 CANNON HOUSE OFFICE
BUILDING
PHONE: 202-225-3365
ADMINISTRATIVE ASSISTANT:
LYLE STITT

December 21, 1971

Mr. Bardyl R. Tirana
Committee on the Budget
Board of Education of the
District of Columbia
415 12th Street, N.W.
Washington, D.C. 20004

Dear Mr. Tirana:

Thank you for your recent letter and the memorandum of December 15, 1971 concerning the FY 1973 budget for the Board of Education of the District of Columbia. I was most pleased to see that such planning is going into the budget for next year, I would like to comment briefly on that budget with regards to special education services.

Let me say first, that I completely agree with the assessment of the Senate Appropriations Committee that the present program for special education is "unacceptably inadequate." It is clear to those on the House side also that the special education needs of the students in the District of Columbia are not being met.

You indicate that you feel what is needed "without any question" is a budget to greatly expand the scope of the District's special education services. I am hopeful that all members of the Board of Education, the Mayor and the City Council feel the same way, and that the 1973 budget presented to the Congress reflects it.

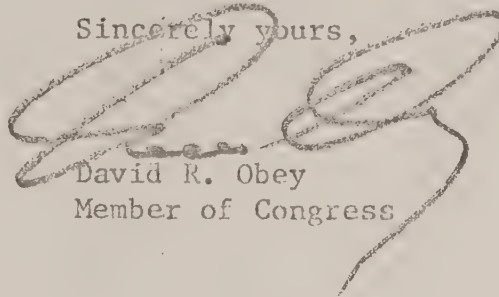
As a member of the House Appropriations Subcommittee on the District of Columbia I intend to make special education services in the District's education budget my number one priority. If enough funds are not available within the education budget to meet our needs in this area, I shall make every attempt to shift money from other parts of that budget, including administrative expenses, to see that they are. One way or the other, I am confident that the members of the Appropriations Committee will insist that the District's special education needs be met.

Let me say congratulations again on your work thus far in formulating

Page Two
Mr. Bardyl R. Tirana
December 21, 1971

the FY 1973 education budget. I shall view with great interest your future efforts.

Sincerely yours,

A large, stylized handwritten signature in dark ink, appearing to read 'D. Obey', is written over the typed name and title.

David R. Obey
Member of Congress

DRO:lrw

cc: Mayor Walter Washington
Comer Coppe
Gilbert Hahn
Hugh Scott

August 4, 1972

MEMO

TO: Howard University Press

FROM: Julius W. Hobson, Director, WIQE

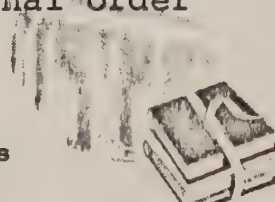
SUBJECT: Outline of my proposed book

Pursuant to our conversation of August 2 I propose the following as a general outline for a book which I propose to write for the Howard University Press within six months. At this point I hesitate to try to give the book a title. As I discussed with you, the contents of this book would deal with social problems in the U.S. and how we utilize the various disciplines to deal with these social problems. For example, we believe that racism, our failing education system, our lack of availability of medical care for everybody, women's rights, and all of our other problems can be explained within the context of our social and economic systems.

We propose to do a book which will attempt to discuss, explain and propose solutions to these problems within the context of economic and political determination.

The premise of such a book would be: a man is what he does, where he works, where he does or does not go to school, where his whole environment and experience determine to a great extent what that man is or can be. Our book places society in the same context, as Marx said, "the foundation of every social order is production and next to production is the exchange of products." The history of the struggle between men and women in the U.S. and in the world, for that matter, has been a struggle over these material means of existence.

There is something about the nature of our political and economic surroundings which make us deal with each other as we do. This book will attempt to explore this statement and find out if it is the absolute truth. And if, to bring final order



to some of the chaotic social problems it is necessary to attack or eliminate some of our traditions and institutions, this book will so state.

In terms of contract and time involved I propose to write this book in six months, for the reason that I have just about all the material that I need organized and researched, which is to my advantage. I will do a book with the Howard University Press for an advance of \$6,500--\$5,000 now and \$1,500 when I finish the book. If, in the process of doing the book together or if anywhere along the way we decide that we can't do the book or that it is not the book that Howard University Press has in mind, then we will refund any money advanced to us by the University.

It will take at least four to five months of intensive work, not only on my part as a writer, but on the part of an assistant editor who I intend to hire to aid me in the process. That is why it is necessary for a reasonable advance. I would like to know about this as soon as possible since I have offers from at least two other publishing houses to do books.

Let me know what you think.

April 1, 1973

MEMORANDUM

TO: Christopher Jencks

FROM: Julius W. Hobson

RE: Inequality, Contribution To Supreme Court Decision

This memorandum is to congratulate you on the "crowning achievement of your career". Your work in writing your new book Inequality provided the major pseudo-intellectual underpinnings for the Supreme Court's most recent denial of fair and equal educational opportunities to every poor Chicano, Indian and black child in America--born and yet unborn. You of all "educators" contributed the most to the Supreme Court's decision in the Texas case opposing the equalization of public resources in education.

Your work will stand as a "piece of scholarship" in education because there isn't a Foundation in the United States with enough courage to provide the financing to really examine your assumptions and raise serious scholarly questions about the racism, sexism and elitism so carefully couched in your professorial terms.

Inequality follows the trend of the time, a fad again becoming "popular" by proving that Chicanos, Indians and blacks either have thick craniums, or some biological or physiological defects which supposedly prohibits their learning and, therefore, the equalization of public tax funds for education--or for any other reason--won't help.

Only the Dred Scott decision surpasses the "Jencks' Decision", for which your group was well paid, in assuring lives of quiet desperation and misery for the poor.

300 M Street, S. W.
XXXXXXXXXXXXXXXXXXXXXXXXXXXX

XXXXXXXXXXXX
Phone 554-3308

20024

MEMORANDUM

September 17, 1969

To : Richard B. Sobol
Attorney at Law

From : Julius W. Hobson
Chairman

Subject : Pending Case Against the Federal Government on Job Discrimination,
Civil Action 2603-69

The pending case against the Federal Government dealing with job discrimination represents the culmination of a joint community effort. Many lawyers and individuals have been involved in the formulation of this complaint. It is desirable I think to maintain community interest and participation.

I am glad that you have decided to come on the case as one of the major attorneys in the case and to work on the question of evidence. The chief attorneys in the case will be Mr. Charles Fishman, Mr. William Kunstler and yourself. Mr. Fishman, who was instrumental in preparing the original complaint will coordinate the legal effort and Mr. Kunstler, who has unmatched experience as a trial attorney will argue some parts of the case. We are delighted to have you prepare and argue that part of it dealing with evidence. I, as lead plaintiff, with the signed permission of some 2,000 Federal employees to represent them, will remain at all times in charge of the direction and progress of this case. The following are points upon which I think we agree.

(1) That I will have prior knowledge and be in on the preparation of any documents filed in this case.

(2) That I will have prior knowledge and be in on any conferences at which decisions are made in connection with this case.

(3) The chief counsels in the case will also be informed of any and all actions in this case.

(4) I will remain as chief statistician in the case and, in consultation with the lawyers, pass on the collection, evaluation, analysis and presentation of any statistical data used in the case.

100 N. 1st Street, E. 10
Tulsa, Oklahoma 74102
Tel. 336-1111

September 17, 1967

MEMORANDUM

To : Richard B. Sobel
Attorney at Law

From : Julius W. Hobson
Chairman

Subject: Working Case Against the Federal Government in the State of Oklahoma
Civil Action No. 100-100

The purpose of this memorandum is to inform you of the progress of the case and to request your assistance in the preparation of a joint community effort. Many lawyers and individuals have been involved in the preparation of this complaint. It is desirable I think to maintain community interest and participation.

I am glad that you have decided to come on the case as one of the major attorneys in the case and to work on the question of evidence. The chief attorneys in the case will be Mr. Charles Kishner, Mr. William Kuester and myself. Mr. Kishner has been instrumental in securing the original complaint and has been very helpful in the preparation of the case. We are delighted to have you prepare and argue that part of it dealing with evidence. I, as less plaintiff, with the signed petition of some 2,000 Federal employees to represent them, will remain at all times in charge of the direction and progress of this case. The following are points upon which I think we agree.

- (1) That I will have prior knowledge and be in on the preparation of any documents filed in this case.
- (2) That I will have prior knowledge and be in on any conferences at which decisions are made in connection with this case.
- (3) The chief counsel in the case will also be informed of any and all actions in this case.
- (4) I will remain as chief statistician in the case and, in consultation with the lawyers, pass on the collection, evaluation, analysis and presentation of any statistical data used in the case.

(5) I would also like to be advised of any individuals brought into this case in any capacity.

(6) I also agree not to interfere beyond being generally informed about the legal conduct of this case.

(7) It is also necessary that we agree on regular periodic meetings in regard to progress of the case.

(8) You also agreed that you would be responsible for this case in the area dealing with evidence and that you would handle the finances in terms of costs in the area of evidence and the filing of papers.

I hope that we can work together under these circumstances because I truly feel that without your help in this matter the conduct of this case will suffer. I have great respect for your expertise and am the first to recognize that it is an asset to those Federal employees who are discriminated against to have you involved on their behalf. I look forward to a productive partnership.

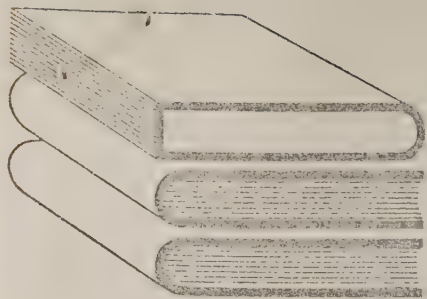
(5) I would also like to be advised of any individuals who are involved in this case in any capacity.

(6) I also agree not to interfere beyond being generally informed about the legal conduct of this case.

(7) It is my understanding that we agree to regular contact regarding the progress of the case.

(8) You also agree that you would be responsible for the costs of this case and that you would handle the finances in terms of the case. (I have no objection to this arrangement.)

I agree that we are not partners under these circumstances because I truly feel that you are not in this matter for the benefit of this case. I am not at all respect for your expertise and on the list of individuals that it is an asset to those Federal employees who are discriminated against to have you involved on their behalf. I have no objection to this partnership.



DISTRICT OF
COLUMBIA
CITIZENS

FOR BETTER PUBLIC EDUCATION, INC.

95 M Street, Southwest • Washington, D. C. 20024 • Telephone: 484-7030

Executive Director
Mrs. Gilbert A. Harrison

MINUTES OF THE
NIE-RESOURCE ALLOCATION ADVISORY COMMITTEE
MEETING
JULY 13, 1973

Present were: Dr. Joel Berke, Petter Boe, Mary Broad, Stephen Browning, Dr. Jesse Burkhead, Dr. Mildred Cooper, Naomi Glass, Dr. Robert Goettel, Dr. James Guthrie, Nancy Harrison, Dr. Benjamin Henley, Julius Hobson, Dr. Michael Kirst, David Long, Louise Malone, Dr. Robert Simmelkjaer, Barry Spiegel (representing Simons of the Washington Teachers' Union), Martha Swaim, Jerome Wade, and Edward Winner.

The meeting started with a description of each organization's part of the project and the plans being developed. Dr. Goettel indicated that SURC plans to investigate the effect of the implementation of the court decisions on parents, teachers, children, etc. They want to discover what sorts of problems have been created, the extent to which these are real problems associated with equalization and what the positive effects have been. They will contrast the schools which have been "gainers" and "losers". They will look at budgeting and management systems as they relate to decision-making, and at research on other school systems for useful parallels.

President
William Hammond Thomas

1st Vice President
Mrs. Arthur Melmed

2nd Vice President
Miss Mildred Pickett

Secretary
Mrs. Knute E. Malmberg, Jr.

Treasurer
Karl Mathiasen III

Dr. Simmelkjaer added that SURC will examine the responses of the school system to the decree. They will look at the reactions of various groups to the implementation, at alternatives and what happened to them, and at the compliance data. They would like to learn from Washington for other school systems and to think about comparability requirements in the light of D.C.'s experience. They will investigate the educational consequences of the responses to the decree and will generate alternatives to be reacted to by the Advisory Committee and, ultimately, the school system.

Mrs. Harrison described the project as a long-term interest of D.C. Citizens for Better Public Education. DCCBPE's primary concern about the study of the school system's implementation of the court decrees and the possible alternatives is that they be rooted in the reality of the D.C. schools.

Speaking for the Lawyers' Committee, Steve Browning indicated they will prepare a careful description of just what the Court did and did not say. The study has national significance because D.C. can be seen as a prototype, although Mr. Hobson pointed out that most of the current interest in equalization related to available interdistrict resources rather than intradistrict expenditures. Mr. Browning further remarked that the Title I comparability amendments, which require that state and local funds be distributed equally or that schools be comparable before a school district can receive Title I funds, may one day be placed in jeopardy because of D.C. events. Dr. Goettel commented that the comparability criteria are different from the criteria for compliance with the second Wright decree. Mr. Hobson felt that the comparison is not exact because the comparability requirements are administrative

rather than statutory, but Mr. Browning pointed out that a Federal court in New Mexico declared a whole Federal program illegal because the comparability requirements were not met; and the Office of Education refused to fund a program in Philadelphia because comparability requirements were not met.

Mr. Hobson and Dr. Henley, Acting Superintendent of Schools at the time of the second Wright decision, were asked to comment on the court cases and their implementation from their perspectives. The history of the two decrees and their implementation were discussed by both and also by the two members of the school administration present, Dr. Mildred Cooper and Edward Winner, and later by Mrs. Martha Swaim, Chairman of the School Board's Budget Committee. The following points were made:

1. Both court orders stemmed from the courts' feeling that the schools were discriminating against the poor and the Negro child. (Henley and Hobson.)
2. Implementation of the court orders required busing, but Congress refused to provide funds for busing. Federal funds had to be used. (Henley.)
3. Several sub-suits were brought between 1967 and 1971 which required specific orders.
4. The school system, in responding to specific court requirements (boundaries, ratios of black and white teachers, etc.), may have missed the larger implications of the 1967 order. (Henley.)
5. The moving of teachers to comply with the salary equalization order has been very disruptive. (Henley, Hobson, Swaim.)
6. A few grievances regarding teacher transfers were filed with the Washington Teachers' Union, but no one present knew how they were handled. (Spiegel and Hobson.)

7. The 1971 order ordered "instructional" salaries to be equalized, but excluded special education teachers, librarians and counsellors (Browning).

8. Equalization of teachers' salaries was chosen by the courts as its solution because it was suggested by Mr. Hobson and his group and because the school system offered no alternative suggestions for equalization on any other basis. (Hobson and Swaim.)

9. The data base for the D.C. school system has been entirely inadequate for several years. Although strenuous efforts are being made to improve it, this is a continuing problem for the system and will also be a problem for the researchers doing this study. (Winner, Cooper, Boe.)

10. Real alternatives to moving teachers were not explored by Lewin Associates or any others dealing with the implementation. (Swaim.)

11. Contrary to trends of the previous 20 years, the school system is beginning to lose children and the budget is not increasing in real dollars. This fact must be considered in looking at alternatives. (Winner.)

12. The school system has had a task force working on equalization problems for several months, and has presented a plan to the Board. Further work will be necessary to implement the report. (Cooper.)

13. Interest was expressed in some form of lump sum budgeting as an alternative to the teacher transfers. Some lump sum budgeting is possible now at Adams and Morgan, within the framework of their contracts with the Board. All schools are making their own decisions regarding non-salary funds. (Winner, Swaim.)

14. It was suggested by Mrs. Swaim that including parents in decisions regarding lump sum budgeting was desirable, but should not be used as

an excuse by teachers and administrators. Holding the local staff accountable for performing in individual schools was felt to be one of the most important aspects of lump sum budgeting.

Mr. Hobson cautioned that school-by-school budgeting must not ask parents to straighten out the mess educators have created.

15. Great concern was expressed that this study should result in concrete proposals for the school system and not just another report on a shelf. It was explained that NIE has very little interest in implementation and that almost the full year will be needed to do the study. As soon as avenues of implementation become apparent, the project directors will apply to either another governmental agency or a foundation for funding specifically for implementation (Harrison, Hobson, Swaim).

16. Mr. Hobson asked if the Court could be requested to hold up on any further implementation of the '71 decree until the study is finished. Dr. Berke and others felt this put too much pressure on the study and its results. Mr. Winner indicated that schools are now organizing for September within the equalization requirements, but it would be helpful if a mid-year reallocation of teachers could be avoided.

17. The hope was expressed that a plan for allocation of all resources based on need would be developed (Hobson, Henley and Swaim).

A draft of a short history of the two Hobson and Hansen suits developed by D.C. Citizens was distributed. Mrs. Harrison asked for reactions within two weeks.

After discussing the history of the equalization orders, there was considerable discussion of what should be studied and how. The following suggestions were made:

1. Teachers, students, parents and administrators should be interviewed in the schools which gained or lost the largest number of teachers. (Swaim.)
2. Test scores were suggested as a means of studying the effect of teacher transfers. (Goettel.) It was pointed out by Dr. Cooper that the tests which have been given during the period to be studied have not been uniform and that comparison is therefore impossible. It was suggested (Guthrie and Harrison) that there are too many variables for test scores to be a valid method of assessing the results of teacher transfers. Testing of selected children by researchers was suggested as a possibility (Simmelkjaer).
3. Dr. Simmelkjaer suggested attendance records might show some effect. Dr. Cooper said a small study of attendance had shown no effect.
4. Mrs. Harrison suggested teacher resignations and requests for leave might be significant. Dr. Kirst felt that such behavior in a system in turmoil might have many other reasons.
5. The question of available data was discussed several times. It was pointed out (Boe, Winner) that equalization data bears no relation to other data on the computer and is, therefore, difficult to relate. The hope was expressed that equalization problems and this study would help to demonstrate to the School Board and the Congress the need for better records and data.

6. Mr. Browning asked how those involved in the study might relate to the Board most effectively. Mrs. Swaim said decisions for September school opening are usually made in March or April, but important suggestions can be put into effect as late as July. An informal process of discussion with Board members, throughout the study, with consideration of specific hypotheses, and a continuation of formal relationships, might facilitate implementation.

7. Mrs. Swaim also stated that the best way to achieve results is to maintain close relationships with the administration (e.g., Acting Superintendent MacKenzie, Dr. Cooper and Mr. Winner), and to put recommendations into "implementable" form.

8. Mr. Browning asked about the availability of school administration documents to the organizations involved in the study. Mrs. Swaim replied that most documents, other than those relating to personnel, are considered public when they reach the Board, although the Board may take some time to consider them. If a document needs to be cleared, staff should check with the Acting Superintendent and/or the Executive Secretary of the Board.

There was general agreement that the next Advisory Committee meeting should be held in early fall and should include discussion of the Waddy decision regarding special education children. It was felt that a meeting in late September or early October should occur when the data possibilities and research plan are ready to be proposed.



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

February 26, 1970

ESEA Title I Program Guide #57

MEMORANDUM TO CHIEF STATE SCHOOL OFFICERS

The Office of Education continues to receive a number of questions about the comparability requirements outlined in ESEA Title I Program Guides 44, 45, and 45A, especially the opening paragraph of Section 7.1 in Program Guide 44:

"The Title I program and the regular school program have been planned and budgeted to assure that Federal funds will supplement and not supplant State or local funds and that State and local funds will be used to provide services in the project areas that are comparable to the services provided in non-project areas."

In his letter of July 31, 1969, Associate Commissioner Lessinger made clear what is expected of the States with respect to assuring comparability of services provided from State and local funds in Title I schools and in non-Title I schools.

Despite these statements, reports of lack of comparability continue to come to our attention. It is necessary, therefore, to clarify further the requirements for assurance of comparability. This communication revises previous program guides, and will serve as the basis for evaluating all Title I applications for the 1970-71 school year.

What Comparability Means

Title I funds must not be used to supplant State and local funds which are already being expended in the project areas or which would be expended in those areas if the services in those areas were comparable to those for non-project areas. Within a district

instructional and auxiliary services and current pupil instructional expenditures provided with State and local funds 1/ for children in project areas must be comparable to those services and expenditures provided for children in non-project areas. These services and expenditures must be provided to all attendance areas and to all children without discrimination. Services that are already available or that will be made available to children in the non-project areas must be provided on at least an equal basis in the project areas with State and local funds rather than with Title I funds.

Assurances of Comparability

The State educational agency shall require each local educational agency either (a) affirmatively to demonstrate to the State educational agency in the project application that a comparability of services and expenditures provided with State and local funds currently exists in the school district between project and non-project areas, or (b) to submit a plan to achieve such comparability by the opening of school in the Fall of 1970. This responsibility includes the preparation and submission by the local educational agency (with the project application or before the project is approved) of factual information that fully supports assurances of current or forthcoming comparability in the application or in the plan.

Criteria for Demonstrating Comparability

The State educational agency shall prescribe criteria by which local educational agencies are to demonstrate their adherence to the requirements of comparability, and shall submit these criteria to the Commissioner for approval by April 1, 1970. Where the data submitted by the local educational agency suggests a lack of comparability the State educational agency must require the local educational agency to submit a plan to overcome inequities in the basic programs provided in Title I schools and determine whether the plan submitted by an applicant is adequate to achieve comparability.

As noted above, the State educational agency is to decide upon whatever criteria it deems necessary to insure adherence to the requirements of comparability. However, the criteria so prescribed by the State educational agency shall, as a minimum, include Criterion A below, and either Criterion B or Criterion C below:

1/ For the purpose of this policy statement, funds provided under P.L. 874 will be considered the same as State and local funds in determining local expenditure.

Criterion A (Includes two indicators):

As part of its criterion, the State educational agency shall require the submission by the local educational agency of information concerning both groups of comparability indicators outlined below.

1. COMPARABILITY OF DISTRIBUTION OF STAFF:

	Each School Included in Project <u>Application</u>	Average Non-Project <u>Area Schools</u>
a. Pupil/Teacher Ratio		
b. Pupil/Non-Teaching Professional Staff Ratio		
c. Pupil/Instructional Non- Professional Staff Ratio		

In computing pupil/teacher, pupil/non-teaching professional staff and pupil/instructional non-professional staff ratios, the full-time equivalent of part-time personnel or personnel whose time is divided among at least two of the three ratio areas shall be entered in each respective area. In computing pupil/teacher, pupil/non-teaching professional staff and pupil/instructional non-professional staff ratios, if a person is paid in part with Federal funds and in part with State and local funds, only the full-time equivalent of the proportion of his time paid for with State and local funds shall be entered in each respective area.

For the purposes of this criterion, a "teacher" is a professional person employed to instruct pupils or students in a situation where the teacher and the pupils or students are in the presence of each other. Teachers who are assigned administrative and other non-teaching duties are not to be counted in computing the pupil/teacher ratio. Principals, librarians, guidance counselors, psychologists, social workers, etc., are to be considered as non-teaching professionals.

2. COMPARABILITY OF SPECIFIC SERVICE PRIOR TO ADDITION OF TITLE I FUNDS:

For services to be provided through a Title I project grant, the local educational agency shall certify that the specific Title I funded service does not simply match services already being provided in non-project schools. In so doing the local educational agency shall describe the services (of the type

applied for) already provided by State and local funds in project and non-project schools. For example, if a local educational agency requests Title I funds to finance a food service program in a project area school, it shall provide comparative data on the provision of food services to that school and to non-project area schools before the addition of Title I funds to the project area school.

and

Criterion B (Includes one indicator):

THE AVERAGE PER PUPIL INSTRUCTIONAL EXPENDITURE IN EACH PROJECT AREA SCHOOL IS EQUAL TO OR GREATER THAN THE AVERAGE PER PUPIL INSTRUCTIONAL EXPENDITURE IN NON-PROJECT AREA SCHOOLS.

"Average per pupil instructional expenditure" is defined as the aggregate of "current pupil instructional expenditures" (in turn defined as expenditures from State and local funds for salaries of principals, teachers, consultants or supervisors, other instructional staff, secretarial and clerical assistants; other salaries for instruction; expenditures for textbooks, materials and teaching supplies, school libraries, and audio-visual equipment, all as set forth in the 200 Series of Expenditure Accounts in Financial Accounting for Local and State School Systems - OE 22017) divided by the aggregate number of children in average daily membership in each school.

or

Criterion C (Includes one indicator):

COMPARABILITY OF TOTAL INSTRUCTIONAL PERSONNEL EXPENDITURE PER PUPIL:

Each School Included in Project <u>Application</u>	Average Non-Project <u>Area Schools</u>
-------------------------------------------------------------	-----------------------------------------------

Total Instructional Personnel
Expenditure Per Pupil

The local educational agency shall provide data comparing the total instructional personnel expenditure per pupil in project area and non-project area schools. This figure should include the salary

expenditures for teachers and non-teaching professionals; and should include non-professional staff serving in an instructional capacity. The salaries of part-time employees shall be included on the basis of their full-time equivalent and the State and local portion of salaries paid to persons who are paid in part with Federal funds and in part with State and local funds shall be included on the basis of their full-time equivalent.

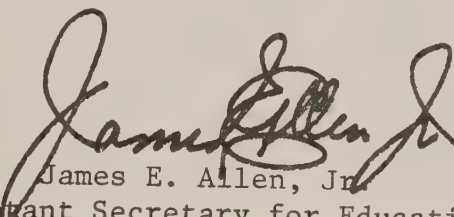
Points of Clarification and Definition for Criterion A, Criterion B and Criterion C

1. "Project Area Schools" is defined as those schools within the school district participating in a Title I project. "Non-Project Area Schools" is defined as those schools within the district not eligible for Title I assistance.
2. Data submitted by the local educational agency to the State educational agency shall be based on information derived from the most recent school year for which complete data is available.
3. The State educational agency shall request the local educational agency to specify the standard accounting procedures employed.
4. Data shall reflect expenditures and services during the academic year (excluding summer session) and should be presented on the basis of schools servicing similar grade levels. Schools with 12-month Title I programs should be able to demonstrate equivalence to comparability for the regular school year.
5. The State educational agency may wish to consider in its criteria the differences between small and large schools within a district. In particular, the information requested under Criterion B or Criterion C may vary significantly from schools of 200 to schools of 500 to schools of 1000 students; if this is the case in a district, the State's criteria might reflect these differences.
6. To be eligible for Title I funding of summer sessions, the local educational agency must demonstrate that its project area schools were comparable to those in non-project areas during the previous school year.
7. The cost of determining comparability may be allowed as part of Title I administrative costs.
8. For the purposes of examination, the State agency shall require local educational agencies to submit comparability information on separate sheets attached to the main body of the application.

Page 6 - CHIEF STATE SCHOOL OFFICERS

This memorandum constitutes basic criteria, issued pursuant to Section 105(a) of the Elementary and Secondary Education Act (20 U.S.C. 241e). It supersedes Section 7.1 of Program Guide #44 (March 18, 1969), all of Program Guide #45 (June 14, 1968), and that portion of Program Guide #45A (July 31, 1969) which refers to comparability.

The Office is prepared to provide technical assistance to you in developing the criteria for your State. Please let me know if you have any questions.


James E. Allen, Jr.
Assistant Secretary for Education
and
U.S. Commissioner of Education

cc: State Title I Coordinators, ESEA

June 30, 1975

MEMORANDUM

TO: Ms. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute for Quality
Education by the Carnegie Corporation of New York

This memorandum is intended to clarify and supplement my earlier memorandum dated May 2, 1975 and subscribed and sworn to by me in the presence of a notary public on May 5, 1975 (hereinafter referred to as "my May 5 memorandum").

The Washington Institute for Quality Education developed statistical information starting with the year 1963 relating to efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. The due dates of the statistical charts A through F set out at pages 2-3 of my May 5 memorandum were the original due dates of such charts. The statistics were updated through the year 1973.

On page 3 of my May 5 memorandum, I indicated how the \$15,000.00 grant was broken down and expended by the Washington Institute for Quality Education. I entitled this breakdown "Actual Budget for Continuance Action of Factual Survey of Public Education in the District of Columbia and Other Cities." My use of the words "actual budget" in this heading may have been misleading. The breakdown of the \$15,000.00 grant on page 3 of my May 5 memorandum is my approximation of the amounts expended on the various items listed therein as best as I can recall. All monies were expended in support of the final product. I am unable to indicate the precise amounts so expended because of the loss of records during the period of my illness. Moreover, a progress report indicating the

accomplishments of the grant's purpose and the final report on all expenditures made from the grant's funding, as required by the grant agreement and due on a specific date, were not made by the grantee because I became ill with cancer and was hospitalized for a period of three years. During this period records were lost because I was unable to attend to my business affairs.

In Summary, the Carnegie Corporation grant was designed and expended to support the legal statistical work developed in the charts referred to on pages 2-3 of my May 5 memorandum and was a major resource to the Public School System in its compliance orders.


Sincerely,



Julius W. Hobson
Director

DISTRICT OF COLUMBIA

Subscribed and sworn to before me this 3rd day of July,
1975.



Notary Public, D.C.

My Commission Expires June 14, 1977

June 30, 1975

MEMORANDUM

TO: Ms. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute for Quality
Education by the Carnegie Corporation of New York

This memorandum is intended to clarify and supplement my earlier memorandum dated May 2, 1975 and subscribed and sworn to by me in the presence of a notary public on May 5, 1975 (hereinafter referred to as "my May 5 memorandum").

The Washington Institute for Quality Education developed statistical information starting with the year 1963 relating to efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. The due dates of the statistical charts A through F set out at pages 2-3 of my May 5 memorandum were the original due dates of such charts. The statistics were updated through the year 1973.

On page 3 of my May 5 memorandum, I indicated how the \$15,000.00 grant was broken down and expended by the Washington Institute for Quality Education. I entitled this breakdown "Actual Budget for Continuance Action of Factual Survey of Public Education in the District of Columbia and Other Cities." My use of the words "actual budget" in this heading may have been misleading. The breakdown of the \$15,000.00 grant on page 3 of my May 5 memorandum is my approximation of the amounts expended on the various items listed therein as best as I can recall. All monies were expended in support of the final product. I am unable to indicate the precise amounts so expended because of the loss of records during the period of my illness. Moreover, a progress report indicating the

accomplishments of the grant's purpose and the final report on all expenditures made from the grant's funding, as required by the grant agreement and due on a specific date, were not made by the grantee because I became ill with cancer and was hospitalized for a period of three years. During this period records were lost because I was unable to attend to my business affairs.

In Summary, the Carnegie Corporation grant was designed and expended to support the legal statistical work developed in the charts referred to on pages 2-3 of my May 5 memorandum and was a major resource to the Public School System in its compliance orders.

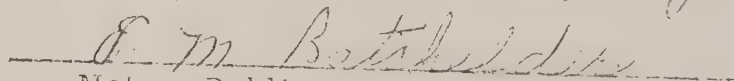
Sincerely,



Julius W. Hobson
Director

DISTRICT OF COLUMBIA

Subscribed and sworn to before me this 3rd day of July,
1975.


Notary Public, D.C.

My Commission Expires June 14, 1977

June 30, 1975

MEMORANDUM

TO: Ms. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute for Quality Education by the Carnegie Corporation of New York

This memorandum is intended to clarify and supplement my earlier memorandum dated May 2, 1975 and subscribed and sworn to by me in the presence of a notary public on May 5, 1975 (hereinafter referred to as "my May 5 memorandum").

The Washington Institute for Quality Education developed statistical information starting with the year 1963 relating to efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. The due dates of the statistical charts A through F set out at pages 2-3 of my May 5 memorandum were the original due dates of such charts. The statistics were updated through the year 1973.

On page 3 of my May 5 memorandum, I indicated how the \$15,000.00 grant was broken down and expended by the Washington Institute for Quality Education. I entitled this breakdown "Actual Budget for Continuance Action of Factual Survey of Public Education in the District of Columbia and Other Cities." My use of the words "actual budget" in this heading may have been misleading. The breakdown of the \$15,000.00 grant on page 3 of my May 5 memorandum is my approximation of the amounts expended on the various items listed therein as best as I can recall. All monies were expended in support of the final product. I am unable to indicate the precise amounts so expended because of the loss of records during the period of my illness. Moreover, a progress report indicating the

accomplishments of the grant's purpose and the final report on all expenditures made from the grant's funding, as required by the grant agreement and due on a specific date, were not made by the grantee because I became ill with cancer and was hospitalized for a period of three years. During this period records were lost because I was unable to attend to my business affairs.

In Summary, the Carnegie Corporation grant was designed and expended to support the legal statistical work developed in the charts referred to on pages 2-3 of my May 5 memorandum and was a major resource to the Public School System in its compliance orders.

Sincerely,




Julius W. Hobson
Director

DISTRICT OF COLUMBIA

1975.

Subscribed and sworn to before me this 3rd day of July.



Notary Public, D.C.

My Commission Expires June 14, 1977

June 30, 1975

MEMORANDUM FOR: Ms. Carolyn P. Chiechi
Law Offices
Sutherland, Asbill & Brennan
(Representing the Carnegie Foundation)

Attached is a memorandum in clarification of my earlier memorandum concerning the \$15,000.00 grant given to the Washington Institute for Quality Education by the Carnegie Corporation of New York.

I hope this meets with your approval.

JULIUS W. HOBSON
Director
Washington Institute for Quality Education

Attachment

2000

2000

2000

2000

2000

2000

2000

2000

2000

June 30, 1975

MEMORANDUM

TO: Ms. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute
for Quality Education by the Carnegie Corporation
of New York

This memorandum is intended to clarify and supplement my earlier memorandum dated May 2, 1975 and subscribed and sworn to by me in the presence of a notary public on May 5, 1975 (hereinafter referred to as "my May 5 memorandum").

The Washington Institute for Quality Education developed statistical information starting with the year 1963 relating to efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. The due dates of the statistical charts A through F set out at pages 2-3 of my May 5 memorandum were the original due dates of such charts. The statistics were updated through the year 1973.

On page 3 of my May 5 memorandum, I indicated how the \$15,000.00 grant was broken down and expended by the Washington Institute for Quality Education. I entitled this breakdown "Actual Budget for Continuance Action of Factual Survey of Public Education in the District of Columbia and Other Cities." My use of the words "actual budget" in this heading may have been misleading. The breakdown of the \$15,000.00 grant on page 3 of my May 5 memorandum is my approximation of the amounts expended on the various items listed therein as best as I can recall. All monies were expended in support of the final product. I am unable to indicate the precise amounts so expended because of the loss of records during the period of my illness. Moreover, a progress report indicating the accomplishments of the grant's

May 1954

100-100000

TO: Mrs. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

FROM: Julius W. Rosenberg, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute
for Quality Education by the Carnegie Corporation
of New York

This memorandum is intended to clarify and supplement my earlier
memorandum dated May 1, 1954 and submitted to you by me at the
request of a letter dated May 1, 1954 from the Carnegie Corporation
of New York.

The Washington Institute for Quality Education was organized in 1951
and information starting with the year 1953 relating to efforts of the District
of Columbia Public Schools to carry out the goals of the Quality
Education for All Act and for related studies of the District of Columbia
Public Schools. The first of the studies was the "Quality Education
for All Act" study which was completed in the year 1953. The second
study was the "Quality Education for All Act" study which was completed
in the year 1954. The studies were prepared through the year 1954.

On May 1 of my May 1 memorandum, I indicated that the \$15,000.00
grant was being used and reported by the Washington Institute for Quality
Education. I indicated that the breakdown of the grant was as follows:
\$10,000.00 for the study of Quality Education in the District of Columbia and
\$5,000.00 for the study of Quality Education in the District of Columbia and
the District of Columbia. The breakdown of the \$15,000.00 grant on page 3 of my
May 1 memorandum is my representation of the amounts expended in the various
items listed therein as best as I can recall. All monies were expended in
support of the Quality Education for All Act. I am unable to indicate the precise amounts so
expended because of the loss of records during the period of my absence.
However, a precise report including the breakdown of the grant is being prepared.

purpose and the final report on all expenditures made from the grant's funding, as required by the grant agreement and due on a specific date, were not made by the grantee because I became ill with cancer and was hospitalized for a period of three years. During this period records were lost because I was unable to attend to my business affairs.

In summary, the Carnegie Corporation grant was designed and expended to support the legal statistical work developed in the charts referred to on pages 2-3 of my May 5 memorandum and was a major resource to the Public School System in its compliance orders.

Sincerely,

Julius W. Hobson
Director

DISTRICT OF COLUMBIA:

Subscribed and sworn to before me this _____ day of _____,
1975.

Notary Public, D.C.

...and the fact that on all examinations held from the year 1900 to 1905, no person was found to be a member of the ...
...by the ...
...the ...
...the ...
...the ...

...the ...
...the ...
...the ...
...the ...
...the ...

...

...

DISTRICT OF COLUMBIA:

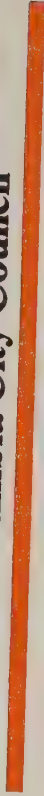
1915

Subscribed and sworn to before me this ...

...

Ms. Checkis
Draft

District of Columbia City Council



DRAFT

Date

MEMORANDUM

TO: Ms. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute
for Quality Education by the Carnegie Corporation
of New York

This memorandum is intended to clarify and supplement my earlier memorandum dated May 2, 1975 and subscribed and sworn to by me in the presence of a notary public on May 5, 1975 (hereinafter referred to as "my May 5 memorandum").

The Washington Institute for Quality Education developed statistical information starting with the year 1963 relating to efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. The due dates of the statistical charts A through F set out at pages 2-3 of my May 5 memorandum were the original due dates of such charts. The statistics were updated through the year 197³~~2~~.

On page 3 of my May 5 memorandum, I indicated how the \$15,000 grant was broken down and expended by the Washington Institute for Quality Education. I entitled this break-

down "Actual Budget for Continuance Action of Factual Survey of Public Education in the District of Columbia and Other Cities." My use of the words "actual budget" in this heading may have been misleading. The breakdown of the \$15,000 grant on page 3 of my May 5 memorandum is my approximation of the amounts expended on the various items listed therein. I am unable to indicate the precise amounts so expended because of the loss of records during the period of my illness. Moreover, a progress report indicating the accomplishments of the grant's purpose and the final report on all expenditures made from the grant's funding, as required by the grant agreement and due on a specific date, were not made by the grantee because I became ill with cancer and was hospitalized for a period of three years. During this period records were lost because I was unable to attend to my business affairs.

as best as I can recall all monies were expended in support of the final product.

In summary, the Carnegie Corporation grant was designed and expended to support the legal statistical work developed in the charts referred to on pages 2-3 of my May 5 memorandum and was ~~helpful~~ *a major resource* to the Public School System in its compliance orders.

Sincerely,

Julius W. Hobson
Director

DISTRICT OF COLUMBIA:

Subscribed and sworn to before me this ____ day of _____, 1975.

Notary Public, D.C.

Changes made
according to
notes and my
understanding of
Mr Cheech's
remarks

L

May 2, 1975

CARNEGIE CORPORATION		
MAY 6 1975		
ANSWERED	FOR RECORD	FOR FILE

MEMORANDUM

TO: Ms. Florence Anderson
Secretary
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute for Quality
Education by the Carnegie Corporation of New York

The Board of Trustees of the Washington Institute for Quality Education
are as follows:

Reverend William A. Wendt, Chairman
St. Stephen and the Incarnation Church
Washington, D.C.

Warren Morse, Secretary-Treasurer
Statistician
Bio-Statistics Division
Health Services Administration
Washington, D.C.

Dr. Paul Cooke
President
D.C. Teachers College
Washington, D.C.

Tina C. Hobson
Bureau of Training
Civil Service Commission
Washington, D.C.

Reverend Philip R. Newell, Jr.
Associate Executive Director
Council of Churches of Greater Washington
Washington, D.C.

Board of Trustees continued:

Reverend Channing Phillips
President
Housing Development Corporation
Washington, D.C.

Dr. Harland Randolph
President
Federal City College
Washington, D.C.

James A. Washington, Jr.
Judge
Superior Court for the District of Columbia
Washington, D.C.

The objective of the Washington Institute for Quality Education was to cover efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. In order to acquire this information it was necessary for the Washington Institute for Quality Education to ~~get together~~ *develop* the following statistical charts: *

CHART A: D.C. School Experiments and Special Projects ~~←~~
~~FY 1969 - (Due Date: March 5, 1969)~~

CHART B: D.C. Public Schools, Average Expenditure per
Pupil ~~1963, 1965, 1967, 1968 (Due Date: March 5, 1969)~~

CHART C: D.C. Public Schools, Essential Equipment Inventory ~~←~~
~~FY 1969 - (Due Date: March 19, 1969)~~

CHART D: D.C. Public Schools -- Curriculum Progress -
~~(Due Date: March 17, 1969)~~
(1) English, ~~School Years 1960-61; 1965-67, 1967-68~~; (2) History ~~←~~
~~1965-67, 1967-68~~; (3) Mathematics

* Statistics were updated from 1963- to 1973. ✓

Statistical Charts continued:

CHART E: D.C. Public Schools - Curriculum Progress
by Subject Areas ~~(Due Date: March 19, 1969)~~
~~School Years 1960-61, 1966-67, 1967-68~~

CHART F: D.C. Public Schools - Books per Pupil, by
School and Date of Publication - ~~1969~~
~~(Due Date: March 19, 1969)~~

The \$15,000.00 grant was broken down as follows:

approximated expenditures

~~Annual Budget~~ for Continuance Action of Factual Survey of
Public Education in the District of Columbia and Other Cities

1. Statistical Analysis <i>(Including Copying and printing for pamphlets purpose.)</i>	\$ 2,700.00 <i>6,100.00</i>
2. Secretary & Administrative Assistant <i>3 Typist</i>	3,000.00 <i>3,300.00</i>
C. Legal Expenses:	
4 Legal Consultants	1,200.00 <i>2,800.00</i>
2. Printing & Binding	1,000.00
D. Office Expenses:	
5 Rent, telephone, office supplies	2,400.00 <i>1,800.00</i>
2. Telephone	900.00
3. Duplicating Services	500.00
4. Furniture & Supplies	500.00
5. Postage	500.00
6. Insurance	1,000.00
7. Miscellaneous	300.00
6 Research materials, travel and miscellaneous	<i>1,000.00</i>

Handwritten red notes:
\$1,800.00
Total

The Washington Institute for Quality Education is a non-profit institute designed to deal with the question of teaching "Johnny" to read, write, spell and communicate in the District of Columbia Public School System. In corporation with the Public School System the Washington Institute for Quality Education is seeking to help to bring the schools into compliance with Court Decrees and U.S. Office of Education directives regarding equalization and accountability on the part of the D.C. Public Schools.

The Carnegie Corporation grant was ^{expended} ~~designed~~ to support the legal statistical work ^{developed} ~~explained~~ in the table ³ ~~above~~ and was helpful to the Public School System in its compliance orders.

Sincerely,

Julius W. Hobson
Julius W. Hobson
Director

~~Because of my~~

~~hospitalization with cancer~~

~~I have been~~ ^{was} unable to

prepare progress reports

indicating the progress made and accomplishments of the purpose of the grant, and to complete a final report with respect to all expenditures made from grant funds.

DISTRICT OF COLUMBIA: *as required by the terms of the grant*

Subscribed and sworn to before me this 5th day of May, 1975.

J. M. Batshel
Notary Public, D. C.

My Commission expires: June 14, 1977




agreement or the specific date because of the onset and illness of cancer which caused me to be hospitalized for a period of three years.

Memorandum To:

Ms. Carolyn Chiechi
Legal Representative
The Carnegie Corporation

Subject: Memorandum Report to
Mrs. Florence Anderson
Carnegie Corporation of New York
re: \$15,000.00 Grant given
to the Washington Institute for
Quality Education by the
Carnegie Corporation of New York

Attached is the memorandum
of Report ~~to be submitted~~ ~~amended~~
~~clarified~~ on the Carnegie
Grant with the changes for
clarification of the approximate
expenditure and program
~~program~~

unable to ~~keep~~
complete a final
report with
respect to all
expenditure
made 
grnt fds 
indicate the
 made
in accomplish
the purposes of
the grant, as
required by the
terms of the grant agreement.

because

Gen - by per d

inde

Report #

no urgency to be done

9 2 6 1

1 2 3 4 5 6 7 8 9 10 11 12

3 1 clausen

June 30, 1975

MEMORANDUM

TO: Ms. Florence Anderson, Secretary
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute
for Quality Education by the Carnegie Corporation
of New York

This memorandum is intended to clarify and supplement my earlier memorandum dated May 2, 1975 and subscribed and sworn to by me in the presence of a notary public on May 5, 1975 (hereinafter referred to as "my May 5 memorandum").

The Washington Institute for Quality Education developed statistical information starting with the year 1963 relating to efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. The due dates of the statistical charts A through F set out at pages 2-3 of my May 5 memorandum were the original due dates of such charts. The statistics were updated through the year 1973.

On page 3 of my May 5 memorandum, I indicated how the \$15,000.00 grant was broken down and expended by the Washington Institute for Quality Education. I entitled this breakdown "Actual Budget for Continuance ~~Action~~ Action of Factual Survey of Public Education in the District of Columbia and Other Cities." My use of the words "actual budget" in this heading may have been misleading. The breakdown of the \$15,000.00 grant on page 3 of my May 5 memorandum is my approximation of the amounts expended on the various items listed therein as best as I can recall. All monies were expended in support of the final product. I am unable to indicate the precise amounts so expended because of the loss of records during the period of my illness. Moreover, a progress report indicating the accomplishments of the grant's

purpose and the final report on all expenditures made from the grant's funding, as required by the grant agreement and due on a specific date, were not made by the grantee because I became ill with cancer and was hospitalized for a period of three years. During this period records were lost because I was unable to attend to my business affairs.

In summary, the Carnegie Corporation grant was designed and expended to support the legal statistical work developed in the charts referred to on pages 2-3 of my May 5 memorandum and was a major resource to the Public School System in its compliance orders.

Sincerely,

Julius W. Hobson
Director

DISTRICT OF COLUMBIA:

Subscribed and sworn to before me this _____ day of _____,
1975.

Notary Public, D.C.

EDUCATION ASSOCIATIONS

American Association of Junior Colleges
American Council on Education
American Educational Research Association
American Statistical Association
Center for Urban Education
Council for Advancement of Secondary Education, Inc.
Council on Library Resources
Education Study Center, Inc.
National Committee for Support of the Public Schools
National Council of State Consultants in Elementary Education
National Education Association
National School Board Association
PACT, Inc.
Parents Interested in Education
United Planning Organization (Education Department)
Washington Center for Metropolitan Studies

FOUNDATIONS

American Civil Liberties Union
Arthur D. Little, Inc.
Behavioral Research Laboratories
Brookings Institution
Coro Foundation
Institute for the Advancement of Urban Education
Institute for Policy Studies
Metropolitan Applied Research Center
Scholarship Education & Defense Fund for Racial Equality, Inc.
Smithsonian Institute
Washington Research Project

GOVERNMENT AGENCIES

The Commonwealth of Massachusetts (Department of Education)
The District of Columbia Public Library
Department of Health, Education and Welfare (FECA)
New York State Commission on Education
U.S. Office of Education

LAW ORGANIZATIONS

NAACP (Legal Defense Fund)
Neighborhood Legal Service
New York Lawyers Committee for Civil Rights Under Law
Office of Economic Opportunity (Legal Services)

MEDIA

National Association of Educational Broadcasters
National Educational Radio
National Educational Television
WAMU Broadcasting Station - American University
WETA-TV
WMAL-ABC
WRC-NBC
WTOP-CBS
WTTG-Metro Media

PUBLICATIONS

The American Scholar
Atlantic Monthly
Ebony Magazine
Educational Coordinates
Forbes Magazine
Integrated Education
Jet Magazine
National Cities
New Republic
Newsweek Magazine
New York Times
The Progressive
Saturday Review
United Press International
Washington Afro-American
Washington Daily News
Washington Evening Star
Washington Monthly
Washington Post
Washingtonian Magazine

UNIONS

American Federation of Teachers - National
Washington Teacher's Union - AFT

UNIVERSITIES & COLLEGES

ALABAMA

Tuskegee Institute (School of Education)

DISTRICT OF COLUMBIA

American University (Department of Education) & Law School)
Catholic University of America (Department of Education)
D.C. Teachers College
Dunbarton College
Federal City College
Georgetown University (Department of Education)
George Washington University (Urban Law Institute & Department
of Education)
Howard University (Department of Education & Law School)
Saint Paul's College

CALIFORNIA

Saint Mary's College
Stanford University (School of Education & Center for Research
& Development in Teaching)
San Francisco State College (School of Education)
University of California (School of Education)
University of Southern California (School of Education)

CONNECTICUT

New Haven College (Department of Education)
University of Connecticut (School of Education)
Wesleyan University (Department of Education)

FLORIDA

Florida Agricultural & Mechanical University (School of
of Education)
Florida Southern College (Department of Education)

GEORGIA

Altanta University (Department of Education)
Clark College (Department of Education)
Morehouse College (Department of Education)
Morris Brown College (Department of Education)
Spelman College (Department of Education)

ILLINOIS

Loyola University (Department of Education)
Lake Forest College (Department of Education)
The University of Chicago (Department of Education)

IOWA

The University of Iowa

KANSAS

Kansas State University (College of Education)
University of Kansas (School of Education)

KENTUCKY

Union College (Department of Education)

LOUISIANA

Xavier University (Department of Education)

MAINE

University of Maine (College of Education)

MARYLAND

Bowie State College (Department of Education)

Morgan State College (Department of Education)

The Johns Hopkins University (Department of Education)

University of Maryland (Department of Education)

MASSACHUSETTS

Boston College (School of Education)

Boston State College (College of Education)

Boston University (Department of Education)

Brandeis University (Department of Education)

Clark University (Department of Education)

Harvard University (Department of Education & Harvard
Center for Law & Education)

Massachusetts Institute of Technology (Department of
Education)

Radcliff College (Department of Education)

Tufts University (Department of Education)

University of Massachusetts (School of Education)

MICHIGAN

Michigan State University (College of Education)

University of Detroit (Department of Education)

The University of Michigan (College of Education)

Wayne State University (College of Education)

MINNESOTA

University of Minnesota (College of Education)

MISSISSIPPI

Alcorn Agricultural & Mechanical College (Department of
Education)

Jackson State College (Department of Education)

NEW HAMPSHIRE

Dartmouth College (Department of Education)

University of New Hampshire (Department of Education)

NEW JERSEY

Bloomfield College (Department of Education)
Drew University (Department of Education)

NEW YORK

City College (Department of Education)
Colgate University (Department of Education)
Cornell University (Department of Education)
Fordham University (School of Education)
Hunter College (Department of Education)
New York University (Department of Education)
New School for Social Research (Department of Education)
Vassar College (Department of Education)

NORTH CAROLINA

Bennett College (Department of Education)
University of North Carolina (School of Education)

OHIO

Ohio State University (School of Education)
Ohio Wesleyan University (Department of Education)
University of Cincinnati (College of Education)
University of Dayton (College of Education)

OREGON

University of Oregon (School of Education)

PENNSYLVANIA

Bucknell University (Department of Education)
Lincoln University (Department of Education)
Temple University (College of Education)
University of Pennsylvania (Department of Education)

RHODE ISLAND

University of Rhode Island (Department of Education)

SOUTH CAROLINA

South Carolina State College (Department of Education)

SOUTH DAKOTA

University of South Dakota (School of Education)

TENNESSEE

Fisk University (Department of Education)
Tennessee Agricultural & Industrial State University (Department of Education)

TEXAS

Wiley College (Department of Education)

VERMONT

University of Vermont (College of Education)

VIRGINIA

Hampton Institute

Virginia Union University (Department of Education)

WASHINGTON

University of Washington (Department of Education)

WEST VIRGINIA

Bluefield State College (Department of Education)

West Virginia University (College of Education)

WISCONSIN

University of Wisconsin (School of Education)

EXAMPLES OF ORGANIZATIONS REQUESTING BOOKLET

New Jersey Urban Education Corps

Colorado Department of Education

The Catholic University of America

Educational Coordinates

Legal Aid Society of Albany, Inc.

Flushing Community Schools

NewDetroit, Inc.

New York Civil Liberties Union

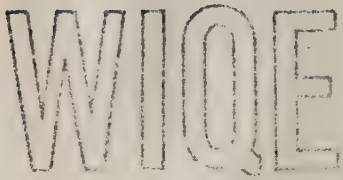
PACT, Inc.

D.C. Public School System

Stanford University (School of Education)

The University of Iowa

West Virginia University



WASHINGTON INSTITUTE FOR QUALITY EDUCATION
300 M STREET, S. W. • WASHINGTON, D. C. 20024
TELEPHONE (202) 554-3308

OUTLINE - METRO STUDY

For The National Urban Coalition

INTRODUCTION

A. Fact Sheet:

Including route miles; subway miles and surface miles; number of stations; estimated annual patronage; vehicles; operation; speed; proposed service; coordination; estimated completion date; estimated capital cost. (Will also include realistic projections based on data of patronage, completion date, and cost.)

B. Map of Regional Rapid Transit System showing Phase I-VI, plus Future Extensions and Projected Starting Dates of Each.

C. Working Chronology of Metro's History.

D. List of WMATA's Board of Directors, Officers and Staff, Consultants and Contractors To Date.

I. Transportation Problems in D. C.:

A. Increasing Reliance on Private Means of Transportation.

1. The Freeway Controversy:

a. Effects on D. C.

1. Costs.
2. Congestion.
3. Parking.
4. Effects on Bus System.

II. The Bus System:

- A. Rising Fares.
- B. Inadequate Routes and Equipment.
- C. Prospects for Privately Owned Bus System.

III. The Metro:

A. Organization and Philosophy.

1. Board of Directors of WMATA - Elected Officials.
2. Staff of WMATA - Engineers.
3. Proposed Method of Ownership.



- B. Costs.
 - 1. Source of Funds.
 - 2. Actual Costs.
 - 3. Efficiency of System in Light of Costs.
 - C. Transportation Benefits of Lack of.
 - 1. Adequacy of Proposed Routes.
 - 2. Coordination with Other Transportation Systems.
 - 3. Benefits to D. C. Dwellers as Compared to Suburban Commuters.
 - D. Economic Benefits or Lack of.
 - 1. Costs vs. Gains:
 - a. To Businesses.
 - b. To Community.
 - 2. Financial Future of Metro.
 - E. Social Benefits.
 - 1. Effects of Metro on Daily Lives of City Dwellers.
 - a. Relocation.
 - b. On Welfare and Crime.
 - 2. Opportunities for Minority Contractors.
 - a. WMATA's Proposals and Problems Involved Therein:
 - 1. Bonding Program - Proposed and Approved but Not Implemented.
 - 2. Insurance Program - Proposed, Approved, and Implemented.
 - 3. Technical Assistance Program - Proposed.
 - 4. S. B. A. Set Aside Program for Minority Contracts - Proposed.
 - 5. Break-Up of Contracts to Allow Prime Contracts for Minority Firms - Proposed.
 - b. Actual Progress on Minority Contracts To Date.
 - c. Breakdown on Minority Employment To Date.
 - 1. Study of Affirmative Action Monthly Report and Implications.
 - d. Outlook for Minority Opportunities.
- IV. Alternatives to the Metro:
- A. Improved Bus System.
 - 1. Improved Financial State with Public Ownership and Subsidy.
 - 2. Bus Lanes; Light-Changing Equipment on Bus; Multi-Use Equipment.
 - B. Jitneys.
 - C. Dial-A-Bus.
 - D. Trolleys.
 - E. Use of Existing Rail Lines into City.

IF ELECTED, WILL YOU USE THE SCHOOLS FOR MILITARY PURPOSES ?
 FOR INSTANCE: IF ELECTED, WILL YOU SUPPORT THE CADET CORPS?

The Corps

Although the District's Cadet Corps began in 1882 as an extra-curricular activity involving only 100 boys, it is now a regularly scheduled course involving over 5000 boys. The school system provides teacher's salaries, classroom space, drill areas, rifle range facilities and storage areas; however, the Army determines the course content. Affiliation with the Army's National Defense Cadet Corps (NDCC) began in 1921. At present the nationwide NDCC program is dying out, but the District still maintains 14 NDCC units. The only other city with a sizeable program is Houston, Texas which has six units. No other city maintains more than a few units. No NDCC units are supported by any Washington Sub-urban school.

The Students

On March 23, 1967 school administrators were told by the Assistant Superintendent to inform their students that Cadets was not compulsory. The student response to the policy change is reflected in the following enrollment report by Lieutenant Colonel William E. Barkman, city-wide head of Cadets. The figures show a decrease in enrollment in every high school except Bell vocational.

<u>Schools</u>	<u>% of Enrollment Decrease</u> <u>(Highest to Lowest)</u>	<u>Oct. 19, 1967</u> <u>% Enrolled</u>	<u>Sept. 30, 1966</u> <u>% Enrolled</u>
Phelps.....	68.....	32.....	100
Chamberlain.....	48.....	52.....	100
Roosevelt.....	46.....	54.....	100
McKinley.....	36.....	43.....	79
Spingarn.....	36.....	75.....	93
Western.....	29.....	20.....	49
Cardozo.....	27.....	53.....	85
Eastern.....	22.....	53.....	75
Coolidge.....	16.....	46.....	62
Anacostia.....	15.....	59.....	74
Dunbar.....	10.....	90.....	100
W. Wilson.....	5.....	14.....	19
Ballou.....	2.....	50.....	52
Bell.....	0.....	100.....	100
All Schools.....	26.....	50.....	76

Too often those schools which have the most extensive Cadet programs are also the schools which need the most time for reading instruction. According to 1966-67 Median Achievement in Reading Scores and September 1966 Cadet enrollment figures the two schools in the highest reading percentiles had the smallest percentage of students enrolled in Cadets. Conversely, the three schools in the lowest reading percentiles

had 100% Cadet enrollment.

<u>Schools</u>	<u>Reading Percentiles</u>	<u>% of Males in Cadets</u>
Wilson.....	79-96.....	19
Western.....	49-67.....	49
Dunbar.....	19-34.....	100
Phelps.....	11-25.....	100
Bell.....	11-25.....	100

Students who do not need Cadet time for reading instruction may need it for college preparation. Cadet credits do not help a student meet the basic academic requirements needed for college, even though they do help him meet the 16 credits required for high school graduation.

Last year a Dunbar student representing an Urban League youth group testified against the Cadet program at a Board of Education meeting. During the presentation he pointed out that "Students don't have to be soldiers to be well disciplined."

The Community

During the 1967-68 school year the Cadet Corps became a public issue on numerous occasions:

- (1) A Washington Post editorial described the Cadet program as "an expensive waste of time that should be ended at once."
- (2) The Passow report recommended that Cadets be made voluntary, extra-curricular, and non-credit. The report even questioned the validity of supporting Cadets at all: "Only if the Cadet Corps makes a clear and valid contribution to the total educational program of the boys can it be supported."
- (3) A union-Board study group recommended that Cadets be continued as is. Such a recommendation was not surprising as the eight member committee was comprised of the city-wide head of Cadets, 3 Cadet instructors, 1 former instructor and 1 rifle coach. Subsequently the Executive Board of the Washington Teachers' Union rejected this report and voted that the Passow recommendations be carried out.
- (4) Two of the Passow study groups found the Passow report's recommendations on Cadets acceptable. The third study group, the Community Council comprised of representatives from numerous local groups, voted 100% to completely abolish Cadets. One committee member commented, "I recommend that Cadets be abolished. It had an honorable past, but it has an irrelevant future."
- (5) The Superintendent convinced the Board of Education not to immediately implement the Passow recommendations because (a) the Cadet instructors wanted to oppose the recommendations before the Washington Teachers' Union and (b) more time was needed to review legislation concerning Cadets.

ONCE AGAIN THE CADET CORPS IS A REGULAR PART OF THE DISTRICT'S HIGH SCHOOL PROGRAM DESPITE PUBLIC DISSENT.

IF ELECTED, WILL YOU LISTEN TO THE MILITARY OR THE STUDENTS AND THE COMMUNITY?

Washington Institute for Quality Education
300 "M" Street, S.W.
Washington, D.C. 20024
Tel: (202) 554-3308

From the desk of

JULIUS HOBSON

David Soule
Highway Safety
DOT
7th & E Sts, SW
Rm. 41107

426-2180

file on bussing

COMMITTEE ON THE BUDGET AND FINANCE

The Committee on the Budget and Finance shall concern itself with all aspects of the financial operation and business management of the school system.

The Committee shall:

1. Recommend for the consideration of the Board of Education an annual operating budget including Federal grants which has been developed under the direction of the Superintendent of Schools implementing policies established by the Board.
2. Insist that sound business practices are implemented and maintained in the administration of all programs funded from the regular and Federal grants operating budget.
3. Be continuously informed and aware of the financial implications of all new or revised education programs; each item under negotiation by representatives of the Board and the respective employee organizations.
4. Maintain a continuing awareness of the current and future adequacy of and spending of revenues in each line item of the budget approved by Congress and the Federal grants budget as adopted by the D. C. Board of Education.
5. Review, as necessary, program priorities developed by the Superintendent under the direction of the Board that have financial implications beyond the existing resources of the school system.

6. Make ample provision for the expression of citizen concerns and perception in at least one Committee meeting quarterly.
7. Report (and not limited to) semi-annually to the public on all aspects of the financial operation of the D. C. Public Schools.
8. Recommend to the Board policies and procedures for the audit, disposition, and care of all funds located in individual schools.
9. Certify to the Board, along with the Superintendent, that all the financial accounts of the D. C. Public Schools comply with all Federal statutes; Federal, District of Columbia, and Board of Education rules, regulations, and policies.

COMMITTEE ON CAPITAL OUTLAY, BUILDINGS, AND SITES

The Committee on Capital Outlay, Buildings, and Sites shall concern itself with recommending for the consideration of the Board an annual Capital outlay budget; providing sites, facilities, and equipment required by a quality program of instruction and special pupil services.

The Committee shall:

1. Be continuously aware of safety conditions in existing school facilities and on existing school sites.
2. Maintain a continuing awareness of the adequacy of existing school facilities and sites, both in terms of their ability to accommodate current and anticipated enrollments and to house a quality program of instruction and special pupil services.
3. Maintain a continuing awareness of the adequacy of all other sites, facilities, and equipment owned and operated by the Board of Education, including but not limited to the Presidential Building, maintenance shops, warehouses, athletic grounds, and garages.
4. Review at least but not limited to twice annually, site construction, and equipment priorities developed by the Office of the Superintendent.
5. Review at least once annually, and submit a report to the Board, school construction trends nationally,

giving particular attention to innovative design concepts, the utilization of new building materials and processes, and the availability of new educational equipment.

6. Make ample provision for the expression of citizen concerns and perceptions in at least four Committee meetings annually.
7. Report to the public on the safety and adequacy of all school sites, facilities, and equipment on at least a yearly basis.
8. Be aware of District of Columbia and Congressional hearings and actions relating to the Capital outlay budget and other matters related to the jurisdiction of the Committee.

COMMITTEE ON CAREER DEVELOPMENT AND EMPLOYMENT OPPORTUNITIES

The Committee on Career Development and Employment Opportunities shall concern itself with insuring that the Public Schools offer a quality program of career development instruction and a program that leads to employment opportunities to students.

The Committee shall:

1. Maintain a continuing awareness of the adequacy of the existing career development program, physical facilities, teaching methods, equipment and supplies.
2. Review with the Assistant Superintendent for Career Development at least twice annually promising trends in career development curriculum development, instructional practices, teaching methods, and instructional supplies and equipment, giving particular emphasis to innovative concepts.
3. Recommend to the Board work-study programs, and other opportunities providing employment to students.
4. Coordinate employment opportunity programs with Federal, District of Columbia, and private agencies having responsibility in the same area.
5. Consult frequently with the Vocational Advisory Committees, other citizen's committees that are interested in career development, the Board of Trade, the Superintendent and his staff on ways to develop a career opportunities program to meet the requirements of the job market and expand job opportunities.

6. Make ample provision for the expression of citizen concerns and perceptions at least but not limited to once quarterly.
7. Develop a public awareness of the employment requirements of students.
8. Be continuously aware of the importance of reporting to the public on the adequacy of career development and employment opportunities for students.
9. Be aware of developments in the Congress, Federal and District Governments having implications for the career development instructional program and employment opportunities.

COMMITTEE ON CURRICULUM, SPECIAL EDUCATION,
AND EDUCATION PLANNING

The Committee on Curriculum, Special Education, and Education Planning shall concern itself with providing a quality program of instruction for all citizens legally mandated to receive an education in the District of Columbia Public Schools.

The Committee shall:

1. Be alert to the educational goals and expectations of all segments of the community.
2. Be continually informed of the adequacy of the existing curriculum and instructional program from early childhood through adult education, including special education programs, teaching methods, textbooks, and other instructional supplies and equipment.
3. Recommend for the consideration of the Board of Education annually a list of proposed textbook adoptions developed through the participation and involvement of teachers, principals, and other members of the professional staff.
4. Review with the Deputy Superintendent for instruction at least once annually promising national trends in curriculum development, instructional practices, teaching methods, textbooks, and other instructional supplies and equipment, giving particular emphasis to innovative concepts.
5. Make ample provision for the expression of citizen concerns and perceptions in at least four Committee meetings annually.

6. Report to the public periodically on the adequacy of the instructional program, teaching methods, textbooks, and other instructional supplies and equipment.
7. Review with the Associate Superintendent for Special Education, at least once semi-annually, promising national trends in special education, the number of District citizens requiring special education instruction, the adequacy of existing education programs established to meet special education requirements, and plans for expanding and restructuring special education programs.
8. Be informed of legislation in Congress and programs in the Federal Government having implications for the instructional program, including special education of the District of Columbia Schools.

COMMITTEE ON EMPLOYEE RELATIONS, PERSONNEL
POLICIES AND APPEALS, AND GRIEVANCES

The Committee on Employee Relations, Personnel Policies and Appeals, and Grievances shall concern itself with matters relating to collective bargaining, establishment of employee-management guidelines, employee-management contracts, the review of proposed and existing personnel policies and practices of the Board of Education, and consideration of appeals and grievances affecting the employees of the Board which have not been satisfactorily adjusted by school officers.

The Committee shall:

1. Be continuously aware of employee-management relations in the school system.
2. Work toward developing programs that insure a positive working relationship between the Administration, the Board of Education and the various collective bargaining organizations within the school system.
3. Maintain continuing awareness of the adequacy of existing personnel policies and practices of the Board; and in conjunction with the Superintendent develop new personnel policies when necessary.
4. Act in an expeditious manner in accordance with any laws, regulations, or contracts on appeals and grievances brought to the Committee and shall submit a written recommendation to the Board for its action.

5. Keep informed of policy, rules, and court decisions being made in other public school jurisdictions that may affect the D. C. Public Schools and submit a report to the Board annually on the same.
6. Shall seek the assistance of the D. C. Personnel Office, D. C. Corporation Counsel, and the U. S. Department of Labor and other related bodies relating to matters under its jurisdiction.
7. Give attention to developing a policy to improve employee-employer relations in the interest of improving the quality of education in the classroom.
8. Shall permit the expression of citizen concerns and perceptions at all Committee meetings.
9. Report to the public on the activities of the Committee at least once quarterly.

COMMITTEE ON EXTERNAL AFFAIRS

The Committee on External Affairs shall concern itself with developing close working relationships between the Board of Education, the District of Columbia Government, the Federal Government, the Congress, Metropolitan Washington Boards of Education, area private and public colleges and universities to bring additional financial and human resources into the public school system and improve the quality of education.

The Committee shall:

1. Keep in frequent communication with Members of Congress, representatives of the Federal and District Government agencies to secure additional financial assistance for the school system and advise the Board of the general nature of the communications.
2. Prepare reports and testimony (for Board approval) to be submitted to Congressional Committees, the Nelsen Commission, the Mayor and City Council, the Corporation Counsel, and other official government agencies requiring timely reports from the Board.
3. Review and prepare comments for Board consideration on legislation before the Congress and/or City Council affecting the public schools.
4. Work and consult with area Boards of Education, private and public colleges and universities on matters of mutual concern and in areas where assistance can be provided the D. C. Public Schools.

COMMITTEE ON FEDERAL PROGRAMS

The Committee on Federal Programs shall concern itself with all aspects of the operation and program management of the school system financed by Federal grant funds, including accounts, budgets, review of program proposals, and the administration of all Federal funds.

The Committee shall:

1. Recommend for the consideration of the Board of Education all Federal program budgets which have been developed under the direction of the Superintendent of Schools in consultation with the Committee.
2. Require sound business practices in the administration of the budgets adopted by the Board.
3. Review proposed State plans or revisions to existing State plans for recommendation to the Board.
4. Be advised of the current and future adequacy of Federal grant monies previously approved by the Board.
5. Review, as necessary, program priorities, where permitted by law, developed under direction of the Superintendent, to assure that they are not inconsistent with program priorities established by the Board in the regular operating budget.

(Federal Programs)

6. Make ample provision for the expression of citizen concerns and perceptions in at least one Committee meeting quarterly.
7. Report semi-annually to the public on all aspects of the financial operation of programs funded from Federal grant programs.
8. Certify annually to the Board, along with the Superintendent, that all financial accounts and programs relating to all Federal Program budgets comply with all Federal statutes; Federal, District of Columbia, and Board of Education rules, regulations, and policies.
9. Develop a close liaison with the Budget Committee to coordinate the work of the two Committees in areas where budgets and programs may overlap.

COMMITTEE ON NUTRITION, PHYSICAL FITNESS, AND HEALTH

The Committee on Nutrition, Physical Fitness, and Health shall concern itself with all aspects of the public school system pertaining to the health, physical development, athletic programs and well being of all students. It shall also concern itself with the nutrition requirements of all students in the public school system, the adequacy and efficient operation of the Division of Food Services, and those education programs concerned with health and physical fitness matters.

The Committee shall:

1. Review continuously every aspect of the school system's activities under its jurisdiction in order to improve the quality of its programs and services.
2. Insist that sound business practices are implemented and maintained in the administration of the food services program.
3. Maintain a continuing awareness of congressional legislation and appropriation matters approved by Congress to assure that the D. C. Public Schools receive full entitlement.
4. Recommend to the Board, for its consideration, proposals to improve physical fitness, health, and nutrition of all students, including the content and scope of physical fitness and athletic programs. Also develop, with the Superintendent for Board consideration, specific health and nutrition programs designed to meet the health needs of all children.

5. Report to the public on the activities of the Committee and provide opportunities for two-way communication between the school system and all segments of the community.
6. Provide for the expression of citizen concerns and perception in at least one Committee meeting quarterly.
7. Review at least once annually nutrition, health, and physical fitness trends nationally, giving particular attention to innovative programs.

COMMITTEE ON RULES AND ADMINISTRATION

The Committee on Rules and Administration shall concern itself with Board of Education rule changes, the development of an Administrative Guide, and assure that all official Board policy actions are timely implemented by the Superintendent of Schools.

The Committee shall:

1. Recommend to the Board any rule changes it deems necessary, including parliamentary procedure, and standards of decorum to be maintained in Board meetings.
2. Develop, for Board consideration, a code of conduct for Members of the Board of Education, the Superintendent of Schools, and his staff.
3. Be responsible for and supervise the codification of policies, rules, statutes, and other matters required by the Administrative Procedure Act.
4. Assist parents, teachers, students, and interested citizens who have suggestions or grievances concerning the application of policy or operating procedures that have not been resolved elsewhere in the school system.
5. Give attention to developing a policy directed to improving the dissemination of information about the Board of Education, its decisions, its policies, its operating procedures, and the justification of each.

6. Maintain liaison with other Board Committees on matters of substance brought to the attention of the Committee that are primarily the responsibility of other Board Committees.
7. Shall permit the expression of citizen concerns and perceptions at all Committee meetings.
8. Report to the public on the activities of the Committee at least once quarterly.

COMMITTEE ON SAFETY AND DRUG ABUSE

The Committee on Safety and Drug Abuse shall concern itself with all aspects of drug abuse and with assuring the safety of students, school personnel, and school property.

The Committee shall:

1. Assume responsibility for recommending, for the consideration of the Board of Education, additional drug abuse programs.
2. Assume responsibility for recommending, for the consideration of the Board, safety proposals and programs which have been developed under the direction of the Superintendent of Schools and the Committee.
3. Coordinate safety and drug abuse plans with other city and Federal agencies having similar responsibilities on a citywide or national basis.
4. Maintain a continuing awareness of, and report to the Board, promising national trends in developing safety and drug abuse programs; and maintain an awareness of judicial decisions relating to Constitutional rights of all parties concerned.
5. Keep informed of latest technological developments in providing better security devices and products.
6. Make ample provision for the expression of citizen concerns and perceptions in at least one Committee meeting quarterly.

COMMITTEE ON STUDENT LIFE AND COMMUNITY INVOLVEMENT

The Committee on Student Life and Community Involvement shall concern itself with all aspects of the public school system pertaining to student organizations, scholarship programs, extra curricular and supplementary school activities. In addition, the Committee shall concern itself with the programs, contracts, and budgets of community school and other detached school units (i.e., Model School Division, Anacostia Project, Adams-Morgan, Spingarn Instructional Unit).

The Committee shall:

1. Review continuously every aspect of the school system's activities under its jurisdiction in order to improve the quality of programs.
2. Recommend to the Board, for its consideration, proposals to improve extra curricular activities of students, activities of student organizations, scholarship programs, the content and scope of student extra curricular programs.
3. Report to the public on the activities of the Committee and provide opportunities for two-way communication between the school system and all segments of the community.
4. Provide for the expression of citizen concerns and perceptions in at least one Committee meeting monthly.
5. Review at least once annually extra curricular student activity trends nationally, giving particular attention to innovative programs.

6. Maintain liaison with the community school boards, bring to the attention of the Board for its consideration, proposals, contracts, and budgets affecting any community school boards requiring Board action.

M E M O R A N D U M

April 28, 1969

TO: Mr. Frank Taylor
Editor in Chief
McGraw-Hill Book Company

FROM: Julius W. Hobson
300 M Street, S. W.
Washington, D. C.

SUBJECT: Proposed Manuscript on the Role of the Press
in the Civil Rights Movement in the United
States (The Gullibility of the Press)

I have been active in the Civil Rights movement in the United States since the mid-1950's. First as a member of the Executive Committee of the D. C. Branch of the NAACP and Chairman of its Committee on Employment and Education, 1956-58. From 1960 until I was expelled from the Congress of Racial Equality at the Kansas City Convention in 1964, I was Chairman of the Washington Chapter and Eastern Regional Director for the National Office. During those years, I ran many civil rights projects which were both local and national in scope.

The success of many of my ventures depended almost entirely upon the cooperation of the press. Or to put it bluntly, upon the naivete of the news media covering them. I have been accused in the District of Columbia of being a publicity seeker. That accusation carries with it a grain of truth. For indeed, as an activist in this movement, I have had neither money, public backing, nor the

clout necessary to carry many of my projects to a successful end. Yet, they have been astoundingly successful. Much of this success I attribute directly to the thirst for sensationalism on the part of the media of communications.

I have accumulated a collection of news items and television and radio tapes which is ample material for more than one book. My chronological files are complete with records documenting many interesting campaigns against injustice which I have carried out over the years.

The following are typical examples of my methods of utilizing the press in the freedom struggle:

1961 -- As Chairman of CORE in the District of Columbia, I instituted a four year campaign against job discrimination. This campaign, as most of those that I have directed, was initiated as the result of a published study that I made of the problem. The campaign was carried out against the private sector of Washington's job market. It took the form of more than 85 picket lines and boycotts against retail merchants in the Nation's Capital. It resulted in the placement of over 4,000 black employees in jobs up to then denied them. The campaign slogan was "picket now and parlay later." The economic intelligence of the merchants was appealed to and not their morality. "Tickle the pocket book nerve, and the American merchant will respond," was the cry. Black clerks were rare in D. C. when all of this started. At the end of the campaign,

you could find one by turning in the door of almost any retail establishment in the city. The press was there with its sensationalism, naivete and thirst for news.

1961 -- While director of the Eastern Region of the Congress of Racial Equality, and during the era of the freedom rides, I conducted a campaign against the restaurant owners and other service establishments along Route 40 in the states of Maryland and Delaware. This was a famous route in that it was the road which one had to take to get from D. C. to New York City. Many African Diplomats traveled it from their embassies and legations in the District to the United Nations in New York City. The merchants who had a policy of denying service to American Blacks, unable to tell the difference, also denied service to African diplomats. This caused some concern on the part of the U. S. State Department, which had through negotiations, tried for years to get the merchants to change this policy. CORE seized upon the situation and proposed freedom rides along the route under my direction. With the aid of the press, I waged a psychologist battle with the state of Maryland, its Governor and the restaurant owners.

Sensational press stories of threatened violence and black hoardes invading the state along with my "irresponsible pronouncements," resulted in a long series of conferences, fake freedom rides, and pretended organization, all leading to the desegregation of the facilities

along the route and open services to all of its travelers, regardless of their race, religion or national origin.

1962 -- Campaign against job discrimination in the public utilities of the city. This was initiated against the bus company which, at that time, refused to hire black bus drivers. A threatened boycott by CORE, a vigorous campaign in the press, and the cooperation of pasteurized black frightened leaders in their characteristic denouncements of militancy, caused the campaign to culminate in more than 44 black bus drivers being hired by the company at one time, and a visit by Mr. O. Roy Chalk, the owner, and one of the last rugged individuals who tried to practice laissez-faire economics in the United States.

The campaign continued against the electric, gas and light companies, all of which discriminated in their hiring practices. These utilities are monopolies and perform vital services, which obviously, cannot be boycotted. CORE devised a scheme whereby thousands of red, white and blue postage size stamps were printed. These were passed out to the people of the District of Columbia with instructions to paste them over the holes in the IBM cards on which electric bills are printed. This served to stop the cards from going through the IBM machines and resulted in the utility companies hiring many black people.

I and the other persons engaged in the perpetration of this act were enjoined by the United States District Court of the District of Columbia and placed under penalty of a

possible five years in jail and a \$5,000 fine. Again, the success of this venture was not in what was actually done, but in the sensationalism supplied by the press with its news stories and editorials against the campaign.

1964 -- The great hospital debate was another of those campaigns carried for the most part in the press. The hospitals of the District of Columbia, all of which receive a lion's share of Federal aid, had policies of segregating their patients on the basis of color. Black doctors were denied the right to practice in all but the Freedmen's Hospital which was predominantly black. Again, with the aid of the press, I threatened drastic action in the form of sit-ins, sick-ins and a mass influx of black pregnant women to take over the facilities of the hospital.

Editorially, I was denounced loud and long for many weeks. With a day of action far enough away to allow the psychological press war to prevail, I finally, when the time arrived, engaged in a sick-in in the white wards of the Washington Hospital Center which culminated in the desegregation of the hospital and the acceptance of black doctors on its staff. All other city hospitals soon followed. I was carted off to jail, facing 6 months and a \$300 fine. But again, with the aid of the unsuspecting press, I was able to beat that rap.

1964 -- The Rat Relocation Project. In the District of Columbia, there is about one rat per person, mostly

located in the poor communities. They were biting on the average of twenty children per month. I, therefore, asked the D. C. Government to institute an immediate rat extermination program. But, the D. C. Government pleaded poverty, promised much, and delivered nothing. After a few weeks of rangling, I announced the Rat Relocation Program to be carried on for the first seven days in May. The campaign began with handbills flooding the city warning the citizenry to be aware of the coming seven days in May. This was an apparent exploitation of the famous book entitled "Seven Days in May". The slogan, with the aid of the press and its anti-Hobson stance, was made to appear sinister and threatening. I was enabled to play to the hilt my role of the irresponsible villian. Later, at the proper psychological moment, I appeared with my great rat traps, full of huge black rats, lately removed from their "secret hiding places," and announced a great city-wide rat trapping campaign with the objective of relocating the rats in the residential areas of the city where the rich and the white lived. This campaign was carried on for about three weeks with rat relocation rallies.

The dear old press rose to the bait, and Julius Hobson was again the town villian. The local District Attorney threatened legal action until he read the law and found that I had no legal obligation to catch rats nor to keep them after they were caught. In other words, the barristers found that legally, I was free and clear in my

dastardly act. The city was constantly reminded by the press that it was at the mercy of a maniac and his collected rats. The rats were finally drowned, but only after the city announced a crash rat extermination program. Thanks to the press and its aid in creating a sinister image of me, the campaign was won.

1965-69 -- The now famous school fight that started with the infamous school board seizure in 1965 by myself and other members of ACT, with the aid of the unsuspecting press and the stupidity of the local District Attorney, culminated in the landmark Skelly-Wright decision in the Hobson v. Hansen case. This decision was handed down by the United States District Court of the District of Columbia Circuit and later confirmed by the United States Court of Appeals in this circuit. These opinions outlawed the prevailing tract system and found that discrimination against poor and the black was, and is unconstitutional.

I am now, thanks to the press' attacks during my campaign, the first local official in the District of Columbia in the last 100 years. These attacks won the solid support of every black ward in the city and placed me far out in front as a member of the School Board. I now have the task of enforcing my own court decision in an official capacity. I occupy the unique position of being, at one and the same time, a defendant school board member, and a plaintiff parent in the role of the bringer of the action in Hobson v. Hansen case. I again submit

that if the press will rise to the occasion, it will play a great part in my success of law enforcement.

These are but a few examples of the campaigns that I have been involved in, and have directed in the fight for black liberation. These have been carried out under the gun of anti-Hobson editorials and unfavorable news stories. Charges of sedition, treason, and down right insanity, on the floor of the Congress of the United States also aided in the success of many of my campaigns.

Needless to say, I am guilty of none of these, for I am a Federal employee in good standing. But the actions of the naive press will surely rebound in the present, as in the past, to my advantage in the current fight which I am carrying on against Federal job discrimination. In fact, this campaign has been kicked off in no less distinguished journal than the late Saturday Evening Post--the issue of May 1968, "Uncle Sam is a Bigot," by Julius W. Hobson.

I have more than enough material for a book on the role of the press in these areas. The story, I think, could be told with humor. The school fight alone is a book in itself. My need is for the resources to hire assistance to arrange and colate numerous letters, documents, magazine articles, television and radio tapes, news articles, and studies which are the basis for the proposed book.

At the moment, I am on leave from my job with the Federal government to do a study on education. I am funded by the Stern Family Fund. I have the time and could incorporate the book effort in the same office if I had an adequate advance to add the necessary staff. I am sure that I will have the time to do the research and writing within the next 12 months.

Examples of my writing can be found in the following publications:

Saturday Evening Post, May 1968, "Uncle Sam is a Bigot"

The Black Power Revolt, Edited by Floyd B. Barbour. A Collection of Essays, "Black Power: Right or Left?", Julius W. Hobson, pages 199-203, Porter Sargent, Boston, Massachusetts, 1968.

Integrated Education, Issue 38, March-April, 1969, "A Search for Identity."

Department of Educational Administration, University of Minnesota, Administrative Leadership, "Ability Grouping," Vol. 5, February 1969, No. 1.

Many Shades of Black, Edited by Stanton L. Wormley and Lewis H. Fenderson. A collection of essays, "Black Power and Capitalism," Julius W. Hobson, pages 375-389, W.M. Morrow and Co., Inc., New York, 1969.

Black Pride, Janet Harris and Julius W. Hobson, McGraw-Hill Book Co., New York, 160 pages.

Thank you for your consideration and cooperation in this matter. I will look forward to hearing from you soon.

April 7,1972-----Fired from WRC-TV

April 11,1972-----Julius Hobson and myself meet with Tom Paro and Taber Bolder at WRC-TV. I express a desire to return to WRC-TV. Hobson agreed to memo station outlining request.

April 21,1972-----Julius Hobson and myself meet with Tom Paro and Taber Bolder at WJQZ. I was asked if I wanted to return to station under same conditions that I left under. I agreed to consider ~~xxxxxxx~~ offer and reply after a conversation with Bill Leonard.

April 24,1972-----Met with Tom Paro and expressed desire to return to WRC-TV in same capacity that I was in when fired. Tom paro said decision would be made after Taber Bolder returned and we had had talks with Bill Leonard.

April 27,1972-----Met with Taber Bolder and Bill Leonard at WRC-TV. Bill Leonard expresses unwillingness to have me return to Perspective.

April 28,1972-----Met with Taber Bolder and Noyes Scott. Noyes Scott made offer for me to produce Consumer Guidelines at \$100.00 per program. I counter offered that I would produce the program only if I could direct also.

May 1,1972-----Noyes Scott refused offer to Direct. I refused offer to produce.

May 3,1972-----~~Call~~ Telephones Noyes Scott to inquire if Consumer Guidelines Offer was final. No answer/

May 8,1972-----Telephoned Taber Bolder to inquire if Consumer Guidelines offer was final. No answer.

May 10,1972-----Traveled to New York to ~~inquire~~ investigate qualifications for Program Manager position with Wes Harris, V.P. Owned stations programs. No answer.

###

Trans Media Production Corp.

3986 PENNSYLVANIA AVE., S. E.

WASHINGTON, D. C. 20020

WR
MR. LOVELL DYETT
✓
HOWARD UNIV.
COMMUNICATIONS DEPT.
HOWARD UNIVERSITY

MR. OFIELD DUKES
OFIELD DUKES ASSOC.
PRESS BLDG
14th & F STS.

MR. JOHN R. KINARD, DIRECTOR
ANOCOSTIA MUSEUM
2405 NICHOLS AVE, S.E.

MRS. MYRTLE OLLISON, PRESIDENT
NATIONAL ASSOC. OF COLORED
WOMEN'S CLUBS....
5808 16th ST. N.W.

DR. CHARLES WESLEY, DIRECTOR
ASSOC. FOR THE STUDY OF NEGRO
LIFE AND HISTORY, INC.
1538 9th ST., N.W.

MR. FRANK WASHINGTON, DIRECTOR
BLACK ECONOMIC UNION
1025 VERMONT AVE., N.W.

MR. CLARENCE COPE, DIRECTOR
D.C. & BALTIMORE BRANCH
UNCF.....
1026 17th ST., N.W.

MR. GREGORY HARRISON
D.C. CHAMBER OF COMMERCE
1250 CONNECTICUT AVE., N.W.

MR. MELVIN MCCAW
AFRICAN AMERICAN INST.
1346 CONNECTICUT AVE., N.W.

MR. ROBERT HOOKS
92 N ST., S.W.

DR. HARLAND RANDOLPH, PRES.
FEDERAL CITY COLLEGE
25 2nd ST., N.W.

DR. JOSEPH PAIGE, DEAN
COMMUNITY EDUCATION
FEDERAL CITY COLLEGE
424 K STREET

CLIFFORD ALEXANDER
19 C ST. S.E.

MISS FRAZIE PINKETT
4210 ARGYLE TERRACE N.W.

MR. CORNELIUS PITTS
PITTS MOTEL
BELMONT ST., N.W.

MR. ED MURPHY, OWNER
MURPHY'S SUPPER CLUB
2227 GEORGIA AVE., N.W.

DR. PAUL JONES
262 M ST., S.W.

MISS MARIE ROBINSON
3902 14th ST., N.W.

DR. CLEVELLAND DENNARD
WASH. TECH. INST.
CONN., AVE., N.W.

HONORABLE HARRY T. ALEXANDER
5701 UTAH AVE., N.W.
MRS. MARIE WILLIAMS, DIRECTOR
ART DEPT. D.C. PUBLIC SCHOOLS
4820 HOWARD ST., N.W.

MR. WILLIAM RASBERRY
5101 44th st., N.W.

DR. JAMES CHEEKS, PRESIDENT
HOWARD UNIVERSITY
2400 6th ST., N.W.

MR. BOBBY MITCHELL
1561 LOCUST ROAD N.W.

MR. ELIAS CATO
INTERRACIAL COUNCIL FOR BETTER BUS.
OPPORTUNITY
733 15th STREET, N.W.

MR. DARRYL HILL, DIRECTOR
A.E.D.C.
1200 U STREET, S.E.

MR. ARTHUR FLETCHER
~~ASSISTANT SECRETARY RO WAGE AND LABOR~~
~~U.S. DEPT. OF LABOR~~ *U.N.C.F.*

MR. CARLOS CAMPBELL
DEPT. OF HOUSING & urban DEV.
7th AND D ST., S.E.

MR. JAMES COBB, PRESIDENT
WASHINGTON BAR ASSOC.
815 5th STREET, N.W.

EDWARD D. IRONS
EXECUTIVE DIRECTOR, NATIONAL BANKERS ASSOCIATION
1325 MASSACHUSETTS AVE., N.W.
WASH., D.C. 20005

ROBERT L. DAVIS
DEPUTY EXECUTIVE DIRECTOR, NATIONAL BANKERS ASSOC.
1325 MASS. AVE., N.W.
WASHINGTON, D.C. 20005

ROLAND J. WILLIAMS, EXECUTIVE DIRECTOR
PROJECT BUILD
1111 FIRST STREET N.E.
WASHINGTON, D.C. 20002

EDWARD A. HAILES
PRESIDENT, D.C. BRANCH, NAACP
1417 YOU STREET, N.W.
WASHINGTON, D.C.

DOUG MOORE, CHAIRMAN
BLACK UNITED FRONT
2237 GEORGIA AVE., N.W.

ED MURPHY
PUBLISHER, BLACK DOLLAR MAGAZINE
OWNER ED MURPHY SUPPER CLUB

THEODORE W. WING
SPECIAL ASSISTANT TO THE PRES.
FOR COMMUNICATIONS
HOWARD UNIVERSITY

MIKE BURTON (REV.)
CHANGE INC (CORDOZA HEIGHTS ASSOCIATION FOR
NEIGHBORHOOD GROWTH ENRICHMENT)

REV. HAILE
OIC
1715 14th STREET

JAMES COATES
SCHOOL BOARD

CHARLES I. CASSELL

MATTIE TAYOR

CARL D. ANDERSON
NAT. ASSOC. OF MARKET DEVEL.

NORMAN HOLMES
EXECUTIVE DIRECTOR, UNITED COMMUNITIES AGAINST POVERTY
717 SIXTIETH PLACE FAIRMOUNT HEIGHTS, MARYLAND 20027

ED NESBITT,
DIRECTOR OF CENTER CITY COMMUNITY CORPORATION
UPO

Brenda Bloncz
Washington TASK Force ✓
1816 New Hampshire Ave, N.W
Washington, D.C 20009

Chuck Green
Black Journal
700 7th St, S.W
20024

Marvin Holloway
Drum & Spear
141E + Fairmont St. N.W
20005

Sherman Roberson
Public Int. Office
Federal City College
425 2nd Street N.W
20001

Calvin Zolatic
~~United~~ Black Fund
715 G Street, N.W.
20001

Bill Wright
BES+
515 North Carolina Ave. N.E

Adams Parks

UPC Executive Director 10

MR. Charles Alley
River Terrace Community Organ.
Civic Association
215 Anacostia Ave. N.E

Richard E. Timmerman
Interacial Council of Wash. DC
3675 Highwood Dr. SE

James H. Talley
inter racial Council of Wash. DC

MRS Alice Butler
Turner Memorial Church
1407 Crittenden St. N.W

Dorothy Chambers
Parklands Mothers Club
861 Bellevue Street S.E
103

Otis Duckler
TR - ARE A Civic Assoc.
919 CARRYING Ave.
Seat Pleasant, MD

MR EDWARD YEARWOOD
MORGAN ALUMNI ASSOC.
2312 14th Place N.W.

Dick Jones
Upper Cardoso
2113 14th St. N.W.

MR. Percy Greene
UPO
1100 Vermont Ave

Vernon Hawkins
Dept. of Vocational Rehab
1331 H Street N.W. Rm 617

Rev. Louis D. Conway
819 West St.
Lanre 1, MD 20810.

Honorable William Clay
House of Representatives
Rm. 328 CHOB

Honorable Parren Mitchell
House of Representatives
Rm 1228 LHOB

Mrs. Yvonne Price
490 M Street S.W.
Apt. NE17

MR. James Brown
Federal City College
425 Second Street, N.W.

MR. Willie Wood
7965 Birch St. N.W.

Dr. Cleveland Derrard
WTI

Mr. Mike Wallach, Dir.
Medco
1025 15th Street N.W.

Mr. Winford Smith
Regional Director
Small Bus. Admin
1405 Eye St. N.W.

James Griffin Jr
Washington Urban League
1404 16th Street, N.W.
20005

MR. Edward Yearwood
Morgan Alumni Assoc.
2312 14th Place n.w

John Harrod
Community Resources Dev.
6th Floor
1424 K St, n.w
Wash. D.C

Goddie Johnson
Pres. Police Wives Assoc.
1917 Tulip St. n.w

Dr. Hugh Scott
615 4th N S.W

Marion Berry, Director
Pride Inc
1530 U Street, n.w
20005

Larry Williams
Rights Organization
733 15th St, N.W
20002

Mrs. Nadine Winter
Hospitality House
507 Florida Ave, N.E.
544-4940

Mrs. Alberta Bartlett
Uptown Progress, Inc.
404 Rhode Island Ave. N.W.

MR. Bill Trainer
Alum-Maryam Community Council
2320 17th Street, N.W.

Mrs. Anne Phillips
Community Group Health Foundation
3313 14th Street, N.W.

Mr. Thadde Garrett
Congresswoman Chisholm's office
Rm 123 C.H.O.B.

Peter WARD
Exec. Director
Friendship House
615 D St S.E.

Mr. MICHAEL Whorton
Negro Life & History Inc
1538 9th St. N.W.
2nd

Bruce Weaver
President
Brookland Civic Assoc.
4111 13th Place N.E.
20191

Nathaniel C. Usher
United Negro College Fund
2027 Mass Ave N.W.
2nd

Miss Jean Tyler
Peoples Involvement Corp
557 Florida Ave N.W.
1188

Barbara Walter, Director
Teen Corp
1811 Belle Haven Dr.
303
341-2763

Norman Perkins
D.C. Election Board
District Bldg

Vell Trueheart
Jean C.
Edie f.

LIST OF WIQE WORKSHOP PARTICIPANTS

Bill Higgs
Riles
Lessinger
2 Foundations

- * Dr. Kenneth Clark
c/o Dixie Moon
60 East 86th Street
New York, New York
628-7400
*Eleanor Tanner
Metropolitan Applied
Research Center
D.C.*
- * Mr. Alfred Simons
President
Washington Teacher's Union
1126 - 16th Street
Washington, D. C.
223-2460
Dr. Michael Usdan
- * Dr. Harland Randolph
Executive Assistant to the President
Federal City College
131 Indiana Avenue
Washington, D. C. 20001
628-4869
- * Dr. Preston Wilcox
440 Riverside Drive
Apt. 101
New York, New York 10027
662-7400
*Community Education Center
103 E. 125th St. N.Y.
427-0516*
- * Dr. Paul Cook
President
D. C. Teacher's College
11th and Harvard Streets, N.W.
Washington, D. C.
629-4596
- * Mr. C. Sumner Stone
Congressional Consultant
7605 Morningside Drive, N.W.
Washington, D. C.
726-4230
- * Dr. Richard Balzhiser
White House Fellow
Room 3E941, The Pentagon
Washington, D. C.
NO telegram
- * Mrs. Willie Hardy
Metropolitan Community Aid
Council
5046 Benning Road, S.E.
Washington, D. C.
LU 1-5721
- * Dr. Arthur J. Lewis (Passow Study)
Chairman
Department of Education
Administration
Teachers College
Columbia University
New York, New York 10027
*NO
(substitute?)*
- * Dr. John A. Sessions
Member, Board of Education
Franklin Administration Building
13th and K Streets, N.W.
Washington, D. C.
ST 3-6111
- * Dr. Euphemia L. Haynes
Member, Board of Education
Franklin Administration Bldg.
13th and K Streets, N.W.
Washington, D. C.
ST 3-6111
- * Mr. Joseph P. Yeldell
Councilman
District Building, Room 509
14th and E Streets, N.W.
Washington, D. C.
- Mr. Joseph Black
The Rockefeller Foundation
111 West 50th Street
New York, New York
- Mr. Kenneth Thompson
The Rockefeller Foundation
111 West 50th Street
New York, New York

* Invited by telephone, tentative acceptance

Mr. Mario D. Fantini (hotel)
Program Officer
The Ford Foundation
320 E. 43rd Street
New York, New York 10017

Dr. James A. Kelly
Executive Associate
The Urban Coalition
1815 H Street, N.W.
Washington, D. C.

Mr. Tony Gittens
Howard University Student
1518 Cochran Street, N.W.
Washington, D. C.

The Honorable Andrew Jacobs
U.S. House of Representatives
Washington, D. C.

Mrs. Paul Moore, Jr.
3400 Newark Street, N.W. 363-6344
Washington, D. C.

Mr. Marcus G. Raskin
Co-Director
Institute for Policy Studies
1520 New Hampshire Avenue, N.W.
Washington, D. C.

Mr. Charles Horsky
1227 Pinecrest Circle
Silver Spring, Maryland

about
invite

Mrs. Joan Nolan
Chairman of English Department
Western High School
35th and R Streets, N.W.
Washington, D. C.

Dr. Charles Smith
Special Assistant to the
Commissioner for Urban Education
Office of Education
Room 2007, FOB #6
Washington, D. C.

Mrs. John Ellicott
Research Consultant
D. C. Citizens for Better
Education
3210 Macomb Street
Washington, D. C. 20008

Rev. Channing E. Phillips
1373 Locust Road, N.W.
Washington, D. C. 20012

Mr. Hal Witt
3225 - 33rd Place, N.W.
Washington, D. C. 20008

WIQE BOARD OF DIRECTORS

Mr. Julius Hobson
Chairman, ACT

Mrs. Tina Lower
Manpower Sources
Civil Service Commission

Mr. Warren W. Morse
American Federation of State,
County and Municipal
Employees, AFL-CIO

Dr. P. Bertrand Phillips
CURBER Associates

589-
6146

Rev. Henri A. Stines
Church of the Atonement

Mr. James A. Washington
Professor of Law
Howard University

Rev. William A. Wendt
St. Stephen and the Incarnation
Church

9223 Three Oaks Dr.
Silver Spring

Georgia to Wayne (R)
Wayne - Silver Creek (L)
Silver to Three Oaks (R)
16th St. to Alaska
Alaska to Georgia (L)

call Dr. Coleman - substitute

call Kelly - Urban C. - substitute

Reeves - Passow Study vs H v H.

get 3 ^{Kits} packets - D.C. Citizens for
better Ed.

Wilcox

National Afro-American Educators - St. Louis

Write: David Kent, Lincoln Univ., Lincoln Univ, Pa
19352



WASHINGTON INSTITUTE FOR QUALITY
EDUCATION

WASHINGTON INSTITUTE FOR QUALITY EDUCATION

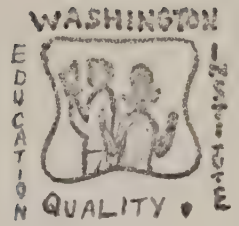
DIRECTORS

RESOURCE
ADVISORS



WASHINGTON INSTITUTE FOR QUALITY
EDUCATION

Washington Institute
For Quality Education



SENATE DISTRICT COMMITTEE - COMMITTEE TELEPHONE - 225-4161
(zip - 20510)

Honorable Joseph Tydings, Chairman - 6222 New Senate Office Building

Honorable Allen Bible - 145 Old Senate Office Building

Honorable Thomas Eagleton - 4106 New Senate Office Building

Honorable Charles E. Goodell - 3327 New Senate Office Building

Honorable Charles McC. Mathias - 1327 New Senate Office Building

Honorable Winston L. Prouty - 5215 New Senate Office Building

Honorable William B. Spong, Jr. - 5327 New Senate Office Building

SENATE APPROPRIATIONS COMMITTEE

Honorable William Proxmire - Chairman - 2311 New Senate Office Building

HOUSE OF REPRESENTATIVES
(zip 20515)

Honorable Charles Diggs

Honorable John Conyers

Honorable William Fitz Ryan

6-20-69- all sent copies of memo and letter forum

NINETY-FIRST CONGRESS
HOUSE OF REPRESENTATIVES

MEMBERS OF THE DISTRICT OF
COLUMBIA COMMITTEE

<i>Extension</i>		<i>Suite</i>
3315	JOHN L. McMILLAN, S.C. (<i>Chairman</i>)	2208
5876	THOMAS G. ABERNETHY, Miss.....	2371
4372	WILLIAM L. DAWSON, Ill.....	2111
2401	JOHN DOWDY, Tex.....	2301
2261	CHARLES C. DIGGS, Jr., Mich.....	2464
5831	G. ELLIOTT HAGAN, Ga.....	218
5235	DON FUQUA, Fla.....	434
4756	DONALD M. FRASER, Minn.....	332
3106	BROCK ADAMS, Wash.....	123
4011	ANDREW JACOBS, Jr., Ind.....	1535
6116	PETER N. KYROS, Maine.....	327
2956	WILLIAM L. HUNGATE, Mo.....	439
2231	EARLE CABELL, Tex.....	418
7084	RAY BLANTON, Tenn.....	1005
2472	ANCHER NELSEN, Minn.....	2329
2371	WILLIAM L. SPRINGER, Ill.....	2202
3361	ALVIN E. O'KONSKI, Wis.....	2406
5705	WILLIAM H. HARSHA, Ohio.....	415
4916	FRANK HORTON, N.Y.....	407
5136	JOEL T. BROYHILL, Va.....	2109
2865	LARRY WINN, Jr., Kans.....	510
5341	GILBERT GUDE, Md.....	226
4576	SAM STEIGER, Ariz.....	126
5816	CATHERINE MAY, Wash.....	2332
4131	LAWRENCE J. HOGAN, Md.....	1027

James T. Clark, Clerk

(OVER)

SUBCOMMITTEES

SUBCOMMITTEE NO. 1

Mr. ABERNETHY, Chm.	Mr. O'KONSKI
Mr. FRASER	Mr. WINN
Mr. HUNGATE	Mrs. MAY
Mr. CABELL	Mr. HOGAN
Mr. BLANTON	

SUBCOMMITTEE NO. 2

Mr. DIGGS, Chm.	Mr. SPRINGER
Mr. DOWDY	Mr. GUDE
Mr. FRASER	Mr. WINN
Mr. ADAMS	Mr. HOGAN
Mr. HUNGATE	

SUBCOMMITTEE NO. 3

Mr. DOWDY, Chm.	Mr. BROYHILL
Mr. ABERNETHY	Mr. HARSHA
Mr. HAGAN	Mr. HORTON
Mr. ADAMS	Mr. STEIGER
Mr. CABELL	

SUBCOMMITTEE NO. 4

Mr. FUQUA, Chm.	Mr. HARSHA
Mr. DOWDY	Mr. BROYHILL
Mr. JACOBS	Mr. GUDE
Mr. KYROS	Mr. STEIGER
Mr. BLANTON	

SUBCOMMITTEE NO. 5

Mr. HAGAN, Chm.	Mr. HORTON
Mr. FUQUA	Mr. GUDE
Mr. JACOBS	Mrs. MAY
Mr. KYROS	Mr. HOGAN
Mr. BLANTON	

HOUSE DISTRICT COMMITTEE - COMMITTEE TELEPHONE - 225-4457

• • •

WASHINGTON INSTITUTE FOR QUALITY EDUCATION

PROPOSED PERSONNEL PRACTICES

The Institute recognizes that each person bears individual responsibility for his own development.

STAFF--The staff is classified as follows:

- a. Regular Professional Employees include the professional staff such as the Executive Director, Program Directors, and Administrative Assistants.
- b. Staff Employees include Secretaries, clerical employees, and others so designated.
- c. Special Employees include Advisory members, consultants and other persons retained by WIQE and engaged in specific activities.
- d. Other categories of employees may from time to time be defined by the Chairman of the Board.

TERMS OF EMPLOYMENT

- a. Executive Director--The appointment of the Executive Director and the terms of his employment are stated in the Bylaws of the Washington Institute for Quality Education and stipulated by the Board of Trustees.
- b. Regular Professional Staff and Employees--Appointments of Regular Professional and Staff Employees are made by the Chairman of the Board. Notification of such appointment is by letter from the Chairman of the Board or the Executive Director. The letter of appointment sets forth the classification or title of appointee, the period of appointment, the rate of compensation, and the privileges and prerequisites to which the appointee is entitled.
- c. Special Employees--Appointments of Special Employees are made by the Chairman of the Board. Such appointments are by letter from the Chairman of the Board or the Executive Director, stating the terms and conditions, including the rate of compensation.

TERMINATION OF EMPLOYMENT

The employment of any Regular Professional, Staff, or Special Employee may be terminated at any time by the Chairman of the Board with the consent of a majority of the Trustees.

HOURS OF WORK AND OVERTIME

The normal hours of work for all, except Special Employees, are 9:00 A.M. to 5:30 P.M. daily, Monday through Friday, with 45 minutes for lunch.

Regular Professional Employees are not eligible for overtime payments beyond the normal hours of work. Staff employees shall be eligible for overtime payment for all time over forty hours actually worked during any official work-week at the rate of 1-½ times the regular hourly rate of pay.

To provide an orderly procedure for paying overtime, the Chairman of the Board or the Executive Director has the authority to approve payment for overtime.

LEAVE

a. Annual Leave--The purpose of annual leave for vacations is to allow the employee a period of relaxation and revitalization. Accordingly, (1) Regular Professional Employees are entitled to two weeks' vacation per year; (2) Staff Employees are entitled to two weeks' vacation per year; (3) Annual leave accrues up to a maximum of twenty days. Upon termination of employment, the equivalent salary for up to twenty days accumulated leave will be paid; and (4) Employees are required to obtain the approval of the Executive Director for annual leave. Records of available annual leave are maintained by the Executive Director.

b. Holidays--WIQE observes the same annual holidays as granted to Federal government employees. Normally this includes: New Year's Day, Inauguration Day, Washington's Birthday, Memorial Day, Independence Day, Labor Day, Veterans' Day, Thanksgiving Day, and Christmas Day.

c. Leave for Jury Duty--Leave for jury duty is provided employees who are summoned to fulfill this civic responsibility.

d. Leave Without Pay--The Chairman of the Board, at his discretion, may grant leave without pay to Regular Professional Employees.

4. Sick Leave--Sick leave with pay is granted to Regular Professional and Staff Employees who are incapacitated for the performance of their duties by illness or injury, or who are necessarily absent from work because of illness, injury, or death of a relative or dependent which requires their attendance. Sick leave is accrued at the rate of one day per month. Records of available sick leave are maintained by the Secretary-Treasurer.

FRINGE BENEFITS

a. Social Security--All Regular Professional and Staff Employees are required by law to participate in the Federal Old Age and Survivors' Insurance Program. Details of this program are stated in Federal government publications. Special Employees may be included, depending on the duration of their employment, as required by law.

TRAVEL AND OTHER EXPENSES

It is the general policy of WIQE to reimburse employees for travel and other expenses directly related to WIQE business upon approval of the Chairman of the Board or his designee. The general rule is to pay actual expenses incurred for travel, travel insurance, meals, lodging, taxi fares and incidental expenses. It is expected that when employees are traveling on WIQE business, expenses for meals and incidentals (excluding travel tickets) will be no more than \$20 per day. Amounts in excess must be accompanied by a written justification.

RESIGNATIONS

Resignations shall be submitted in writing to the Chairman of the Board.

WORKMEN'S COMPENSATION AND EMPLOYEE LIABILITY INSURANCE

This insurance, required by law, is carried by WIQE

UNEMPLOYMENT INSURANCE

WIQE is subject to the provisions of the District of Columbia Unemployment Compensation Act.

COMPENSATION

- a. Salary Payments--Salaries are paid on approximately the 15th and last day of the month, by check.
- b. Deductions--Monthly deductions are made from the salaries of all employees for Federal income tax withholding as required by law, for District of Columbia income tax when applicable, and for the tax on employees for Social Security (FICA).

STAFF DEVELOPMENT

The Washington Institute for Quality Education is dedicated to encouraging the growth of men and women that they may better serve public education. Its ability to achieve this goal is dependent upon the continuing vitality and growth of its own staff members. With all organizations, it also shares the responsibility for ensuring that those who serve it become more rather than less as a result of their service. Therefore, the Institute pursues the policies of:

- a. Maintaining a working environment that encourages and permits learning;
- b. arranging assignments of responsibility and work experience so that they will contribute to individual development;
- c. providing, to the full extent that resources permit, opportunities for staff members to pursue educational activities outside the organization; and
- d. affording flexibility in hours so that staff members may undertake productive formal and informal educational activities with their own resources.

OUTSIDE COMMUNICATIONS

Inasmuch as the Washington Institute for Quality Education provides employees with a visibility to talented persons, individuals on the staff will be asked for their views in connection with efforts by others to recruit talented

personnel. WIQE encourages its staff members to recommend gifted persons for positions in education and elsewhere. However, in each case where a recommendation is made, it should be clear that the recommendation is being submitted by the individual and does not have the endorsement of the WIQE. In this way each staff member should feel free to present his views without being either encumbered by the organization or embarrassing the organization.

Similarly, from time to time employees of the WIQE have occasion to make statements which may be quoted publicly in the news media or elsewhere. Only the Chairman of the Board, or his specific designee on a particular occasion, may make a statement which represents the position of the WIQE. Other individuals may make statements, but it should be stressed that these statements are not the position and policy of the WIQE.

Criteria for School Board Candidates

1. Does the candidate believe that Public education is basic in American life?
2. Has the candidate a deep and sincere interest in the public schools, the community, and every child?
3. Does the candidate have high standards of personal honesty, integrity, and conduct?
4. Is it established that the candidate is not seeking the position for personal prestige or political gain?
5. Is the candidate able and willing to think independently and objectively about a problem?
6. Does the candidate realize that the profits of education are measured in terms of children - not in dollars and cents - but appreciate the need of wise spending of the taxpayers' dollars?
7. Has the candidate a record of the kind of leadership that will represent the District as a whole, rather than a record identifying him with a particular group, cause, or geographical area?
8. Will the candidate work to develop unity among the members of the Board, contributing to the harmonious development of the program?
9. Can and will the candidate give the necessary time to this important position?
10. Does the candidate have the ability to determine basic policies and then to delegate authority to the professional personnel?

April 6, 1970

TO: WIQE Files
FROM: Julius W. Hobson
SUBJECT: ESEA Expenditures in the District of Columbia Public Schools

In an attempt to measure ESEA expenditures in the District of Columbia, we have run into the impossible situation of inconsistent reporting on the part of the D.C. Public School Administration.

In a report dated May 1969 entitled Evaluation of ESEA Title I Programs for the District of Columbia, 1967-1968 Clinton A. Neyman, Jr., the author showed on page 5-3 a 1968 total expenditure for Title I programs equaling \$5,265,295, and on page 5-4 an expenditure for Title I summer programs of \$823,891. Thus giving a grand total of \$6,089,186.

In a report to Julius W. Hobson, Chairman of the Board of Education's Committee to Study the Implementation of the Wright Decree, dated May 26, 1969, the then Superintendent of Schools William R. Manning indicated in the attached charts a total of \$1,772,841 spent on all ESEA programs in the D.C. Public Schools in FY 1968.

The D.C. Public School Administration reported to the United States Office of Education that in FY 1968 it spend \$5,397,367 on Title I programs. The difference between the amount reported by the Superintendent on May 26, 1969 of \$1,772,841 for all ESEA programs in 1968, and the amount reported to the U.S. Office of Education of \$5,397,367 for Title I programs alone, is equal to \$3,624,526.

If the FY 1968 expenditure on Title I reported to the U.S. Office of

Education is correct, then the D.C. School Administration failed to indicate where over \$3,000,000 in Title I funds were spent. It is inconceivable that so large a percentage of ESEA funds would be spent in the Title I programs in the eleven parochial schools and the two special projects which are not accounted for in Superintendent Manning's report.

This vast disparity in reporting lends substance to the observations made by the Washington Research Project and the NAACP Legal Defense and Educational Fund in its recent report on Title I of ESEA. On page 6 of that report it is noted:

"The District of Columbia school system charged the Title I budget during fiscal 1966 through 1968 for salaries of persons who were not performing duties connected with the program. The school system apparently selected each year a certain number of employees to be paid out of the Title I budget. For 1968 they selected 10 and the auditors found that only one of the 10¹¹⁵ working primarily on Title I activities. The remaining nine employees were devoting only a negligible amount of time to Title I activities or dividing their time between Title I projects and other general school activities."

The office of Education requires schools receiving Title I funds to exhaust all other fund sources before using Title I funds in a project. In FY 1968, the school system allotted \$278,438 of Title I money for the breakfast program and it returned \$113,423 in unused funds to the United States Department of Agriculture.

Numerous errors appear in Superintendent Manning's report of May 26, 1969. The evaluation of ESEA Title I programs by Mr. Clinton Neyman is vague and not clear on the total amount of money spent for Title I programs. In light of the inaccuracy in and the vagueness of these reports it appears that the most authentic figure is the Title I expenditure figure reported to the U.S. Office of Education (\$5,397,367).

In order to deal with the School Administration's failure to implement the Wright Decree in the Hobson v Hansen case it will be necessary for legal counsel to elicit accurate information through interrogatory backed by the power of the court. Notoriously absent in both reports (Superintendent Manning's and Mr. Neyman's) are adequate footnotes and explanations regarding their data.

Attachments

Post - June 14, 1975

Special Education Unit Set by Mayor

By Martha M. Hamilton
Washington Post Staff Writer

Mayor Walter E. Washington created a special advisory committee within the District government yesterday to oversee the city's programs for the education of handicapped and emotionally disturbed children.

The action, coming exactly one week after U.S. District Court Judge Joseph C. Waddy said he would appoint a special master to do the same job, came as city attorneys were filing a motion with Waddy to reconsider that decision.

The committee has several advantages over a special master, the city's lawyers argued. They include the fact that a committee would provide more continuity than a special master appointed for a year or two, could go to work immediately without having to spend time getting acquainted with problems unique to the city, could work more effectively to increase support for special education programs by the City Council and Congress and would be cheaper, according to the city's arguments.

"Given the fiscal realities, which presently exist in the District government, these savings could be more appropriately devoted to the substantive needs of exceptional children," the city argued in its motion to the court.

No date has been set for a hearing on the city's motion.

Waddy's decision to appoint a special master came as a sanction against city officials, whom he held in contempt last March of a 1971 court order. Waddy found that the city had not complied with that order, which requires the District to provide adequate public special education programs

for children with learning disabilities.

The contempt citation grew out of a hearing in which the city's attorneys admitted that at least 43 children had been kept from the education they needed because of budget problems. The immediate funding shortages have since been corrected.

Along with a request that Kaddy reconsider his decision to appoint a special master, the city filed a plan yesterday designed to avoid such problems in the future. That plan includes detailed monthly monitoring of data on placement and other aspects of special education and a mechanism that would immediately reprogram money from other school system appropriations to make up any shortage in the tuition account.

Waddy had given the city a one-week extension to file its plan and had asked city attorneys and attorneys for the plaintiffs to submit a list of candidates for the special master job. The corporation counsel's office yesterday submitted no names to the judge but listed qualifications for anyone who might be appointed. Any special master should be primarily an expert in public administration and should be a D.C. resident, the city said.

Attorneys for the plaintiffs, (children who had been temporarily excluded from private programs) submitted a proposal to the court that joint special masters—an attorney and a special educator—be appointed.

The attorneys named six special educators, including two blacks, and two attorneys.

Judge Waddy -

426-7347

Would you please remind Julius on Monday to call Judge Waddy to discuss nominations for a Master on his special education decree. Julius wants to nominate Bardyl Tirana who was a member of the school board for four years. Give Julius these talking points to discuss while he is talking to the Judge.

1. THE WADDY DECREE ON SPECIAL EDUCATION is a very difficult decree which involves not only special education but student discipline and other issues. It's very broad. Therefore, he needs someone as a master with experience in education. Julius is recommending Bardyl Tirana because of the following reasons:

1. He was an elected member of the school board for four years.
2. He is an attorney and does not have any cases pending before Judge Waddy.
3. He would meet the qualifications of the Master Judge Waddy wants to appoint.

The Mayor would like to appoint a committee to act as the Master to the Decree but very little achievement can be made by a committee on this issue.

4. Bardyl would be willing to take the position without pay. He feels that with the current talent in the school system that it need not be a full time position.'

He could on the people who already are in the school system and knowledgeable.

5. Bardyl knows about the school budget. Is very familiar with the tray dogs ? and problems which will occur both because of the budget situation and because of the reporting situation with the current computer system.

6. The Mayor and the School Board have been in contempt of Court for three years for not following the Decree. It would be unfortunate for the Mayor to appoint a committee after he himself have been in contempt and done nothing for three years.

NOTE: After talking with Judge Waddy ---call Bardyl and discuss conversation.

MEMORANDUM

TO: Lloyd Hunter, President, Institute for the Advancement of Urban Education

FROM: Bardyl Rifat Tirana, Member, Board of Education

SUBJECT: The Washington Institute for Quality Education as a Statistical Consultant to the District of Columbia Public School System

DATE: April 7, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the agreement, the sources of funds for these services will have to be private foundations. WIQE, with the help of the board, is therefore seeking a grant of \$70,000 for a period of one year in order to fulfill this contract. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a small grant on an interim basis pending the final grant.

BRT:clt

enc.

TO: Lloyd Hunter, President, Institute for the Advancement of Urban Education

FROM: Barry L. White, Member, Board of Education

SUBJECT: The Washington Institute for Quality Education as a Statistical Consultant to the District of Columbia Public Schools System

DATE: April 7, 1972

In a meeting on April 4, 1972, at the Board of Education, the school administration and the Board of Education voted to work out with the Washington Institute for Quality Education a contract that would call for the services of WIQE in the collection, evaluation, analysis, and presentation of data pertaining to public education in the District of Columbia. The information to be gathered by WIQE appears in some detail in the enclosed working memorandum, which will serve as a basis of agreement. WIQE is to meet with the Board of Education on Monday, April 10, to discuss this matter further. The board has also agreed to formalize this contract on April 19. As stated in the agreement, the sources of funds for these services will have to be private foundations. WIQE, with the help of the board, is therefore seeking a grant of \$70,000 for a period of one year in order to fulfill this contract. The board has expressed its willingness to join in this effort.

A detailed proposal on the matter will be forthcoming. Until we are able to finish the project, however, we are hoping to obtain needed financial assistance in the form of a small grant on an interim basis pending the final grant.

May 2, 1975

MEMORANDUM

TO: Ms. Florence Anderson
Secretary
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

FROM: Julius W. Hobson, Director
Washington Institute for Quality Education

SUBJECT: \$15,000.00 Grant given to the Washington Institute for Quality
Education by the Carnegie Corporation of New York

The Board of Trustees of the Washington Institute for Quality Education
are as follows:

Reverend William A. Wendt, Chairman
St. Stephen and the Incarnation Church
Washington, D.C.

Warren Morse, Secretary-Treasurer
Statistician
Bio-Statistics Division
Health Services Administration
Washington, D.C.

Dr. Paul Cooke
President
D.C. Teachers College
Washington, D.C.

Tina C. Hobson
Bureau of Training
Civil Service Commission
Washington, D.C.

Reverend Philip R. Newell, Jr.
Associate Executive Director
Council of Churches of Greater Washington
Washington, D.C.

Board of Trustees continued:

Reverend Channing Phillips
President
Housing Development Corporation
Washington, D.C.

Dr. Harland Randolph
President
Federal City College
Washington, D.C.

James A. Washington, Jr.
Judge
Superior Court for the District of Columbia
Washington, D.C.

The objective of the Washington Institute for Quality Education was to cover efforts of the District of Columbia Public Schools to comply with the Court order to equalize expenditures for pupils and for teachers salaries in the Elementary Schools of the District of Columbia. In order to acquire this information it was necessary for the Washington Institute for Quality Education to get together the following statistical charts:

- CHART A: D.C. School Experiments and Special Projects -
FY 1969 - (Due Date: March 5, 1969)
- CHART B: D.C. Public Schools, Average Expenditure per
Pupil - 1963, 1965, 1967, 1968 (Due Date:
March 5, 1969)
- CHART C: D.C. Public Schools, Essential Equipment Inventory -
FY 1969 - (Due Date: March 19, 1969)
- CHART D: D.C. Public Schools -- Curriculum Progress -
(Due Date: March 19, 1969)
(1) English, School Years 1960-61; (2) History,
1966-67, 1967-68; (3) Mathematics

Statistical Charts continued:

CHART E: D.C. Public Schools - Curriculum Progress
by Subject Areas - (Due Date: March 19, 1969):
School Years 1960-61, 1966-67, 1967-68

CHART F: D.C. Public Schools - Books per Pupil, by
School and Date of Publication - FY 1969
(Due Date: March 19, 1969)

The \$15,000.00 grant was broken down as follows:

Actual Budget for Continuance Action of Factual Survey of
Public Education in the District of Columbia and Other Cities

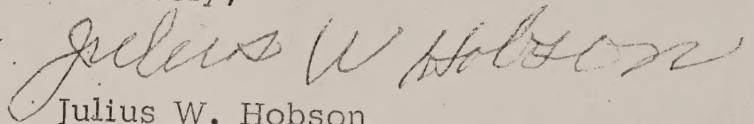
A. Statistical Analysis	\$ 2,700.00
B. Secretary & Administrative Assistant	3,000.00
C. Legal Expenses:	
1.. Legal Consultants	1,200.00
2. Printing & Binding	1,000.00
D. Office Expenses:	
1. Rent	2,400.00
2. Telephone	900.00
3. Duplicating Services	500.00
4. Furniture & Supplies	500.00
5. Postage	500.00
6. Insurance	1,000.00
7. Miscellaneous	300.00
E. Travel	1,000.00

TOTAL \$ 15,000.00

The Washington Institute for Quality Education is a non-profit institute designed to deal with the question of teaching "Johnny" to read, write, spell and communicate in the District of Columbia Public School System. In corporation with the Public School System the Washington Institute for Quality Education is seeking to help to bring the schools into compliance with Court Decrees and U.S. Office of Education directives regarding equalization and accountability on the part of the D.C. Public Schools.

The Carnegie Corporation grant was designed to support the legal statistical work explained in the table above and was helpful to the Public School System in its compliance orders.

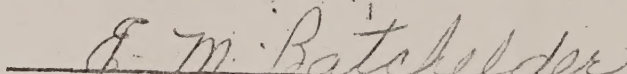
Sincerely,



Julius W. Hobson
Director

DISTRICT OF COLUMBIA:

Subscribed and sworn to before me this 5th day of May, 1975.



Notary Public, D. C.

My Commission expires: June 14, 1977

